

# Point of View

By George R. LaNoue

**E**DUCATION SECRETARY Lamar Alexander has promised to issue final administrative rules later this year concerning scholarships restricted to members of minority groups. But the U.S. Court of Appeals for the Fourth Circuit may already have established the definitive legal guidelines on such aid in a decision in February that called into question black-only scholarships at the University of Maryland at College Park.

The court's ruling in the Maryland case, known as *Podbersky v. Kirwan*, and the Supreme Court precedent that it followed, *City of Richmond v. Croson*, need to be more closely examined by higher-education leaders. At stake is not only the use of racial classifications in scholarship awards, but also use of such classifications in any other area by public institutions, including admissions and employment.

To understand the Fourth Circuit's recent decision, some background is needed on the 1989 *Croson* ruling, now considered perhaps the most important civil-rights opinion of the 1980's. The *Croson* case arose when the J.A. Croson Company was denied a contract to install urinals at the lowest bid—because it could not subcontract 30 percent of the work to a minority-run business as local law required. Such requirements were common at all levels of government, but the Supreme Court ruled 6 to 3 that any use of a racial classification by a state or local government was subject to the "strict scrutiny" test. That test could be met only if:

- The racial classification was necessary to remedy the continuing effects of discrimination identified in a specific activity. In this case discrimination against minority contractors in the Richmond construction industry.

- The remedy was narrowly tailored to cover only the industries where minority groups were found to have been discriminated against and was used only for the time period necessary to compensate for the bias.

- Race-neutral means would not suffice to remedy the discrimination.

The Court noted that without such rules it was impossible to tell whether minority-business programs were legitimate requirements imposed when other remedies failed or whether they were instead responses to local racial politics or other illegitimate factors. Richmond's program failed all three criteria and was held to violate the 14th Amendment's equal-protection clause. Since the *Croson* ruling, minority-business programs across the country have been discontinued, redesigned, or subjected to litigation. The *Croson* principles also are being applied to a variety of other local programs where racial classifications have been used. *Podbersky* is the first major lawsuit in which they have been invoked against a higher-education practice.

The *Podbersky* case originated at the University of Maryland at College Park, the flagship campus of the Maryland system. Although Maryland was not a part of the Confederacy during the Civil War, like other border states it emulated the Southern segregated pattern of higher education. Maryland did not begin to desegregate until after the Brown decision in 1954 and still supports four historically black public colleges, more than any other state. The College Park campus, however, has aggressively sought to integrate its student body, faculty, and staff and has achieved considerable success. Among the programs it has used are the Banneker scholarships (named after an 18th-century black scientist), which provide awards worth about \$33,000 over four years to talented African Americans.

In 1989, Daniel Podbersky, who is of Hispanic origin, was admitted to College Park with grades and test scores that would have made him a strong candidate for one of the Banneker scholarships had he been black. Banned from that competition, he sued the university. The federal district court that originally heard Mr. Podbersky's case acknowledged that the Banneker scholarships should be subject to the strict-scrutiny test. It also accepted the university's statement that it

had not discriminated against blacks for many years and that it had more than exceeded the admissions goals for black students that the Office for Civil Rights had set for the campus. Nevertheless, the judge declared it was "premature to find that there are no present effects of past discrimination" on the College Park campus and that it would be "prudent to keep the scholarships in place at least until the OCR concluded its investigation" of the campus's compliance with civil-rights requirements.

When the case was appealed, however, the Fourth Circuit disagreed unanimously with the district court's reasoning and admonished the trial judge to put the burden of proof where strict scrutiny demands that it be

## Race-Based Policies: a Court's Guidelines

placed—on the state university that created the racial classification. The Fourth Circuit ordered the case returned to the district court to decide whether, on the basis of the *Croson* rules, there was enough evidence to sustain the racially restricted scholarships. Maryland, however, has asked the full Fourth Circuit to review the three-judge panel's decision.

If it is eventually upheld, the *Podbersky* decision will place academic institutions in much the same position that the *Croson* ruling put jurisdictions with minority-business programs in—having to prove that even narrowly tailored racial classifications are needed to deal with the continuing effects of prior, documented discrimination. Governments have approached this in-tempting to document discrimination in their contracting practices and justifying their existing programs. An Atlanta study, for example, is 1,034 pages long and cost \$534,000. In one tally done a year ago, 29 jurisdictions had completed studies at a cost of \$5,491,162, while an additional 37 studies had been commissioned that were expected to cost \$7,029,929.

In trying to meet the *Croson* test, academic institutions will face some problems that jurisdictions trying to protect minority-business programs have not had. First, campuses are more vulnerable to lawsuits, because large numbers of rejected applicants for admissions and scholarships will have standing to sue, while courts have restricted challenges to minority-business

programs to low bidders who were rejected because of racial classifications.

Second, jurisdictions with minority-business programs are using the large studies as a sort of insurance policy to continue their programs. The studies, which are based on historical, anecdotal, and statistical data, are a rich mixture of social science, pseudoscience, and racial politics. Few politicians have the time, skills, or incentives to analyze a 1,000-page report to determine whether the evidence was scientifically gathered and whether the conclusions are logical. Consequently, most of the minority-business studies contain exaggerated conclusions about discrimination that do not meet the scholarly standards that campus audiences presumably would demand of their studies.

Third, campuses face a different sort of political and public-relations problem. Local governments have had to struggle to "prove" continuing discrimination without actually naming the guilty public officials or corporations, which could cause other political and legal problems. Campuses will face the same dilemma about naming names but, in addition, if they wish to maintain their hard-earned image of genuine openness to minority students, faculty members, and staff members, they cannot paint too bleak a picture of continuing campus bias. Paradoxically, the very evidence used to persuade a court that racial scholarships need to be preserved might persuade a prospective minority student to avoid the campus.

**F**INALLY, *Croson* requires separate evidence of discrimination for each group that benefits from a racial classification. Campuses will discover that studies of this subject will be intensely political and that the evidence may not always justify the previous selection of particular minority groups. The State of Ohio, in a friend-of-the-court brief that it filed in the *Podbersky* case, urged that the Maryland scholarship program be upheld in the interest of diversity. But the Fourth Circuit replied by quoting the Supreme Court's decision in *Regents of the University of California v. Bakke* to the effect that a scholarship program based exclusively on racial and ethnic origins was too narrow to serve "genuine diversity." That citation suggests that campuses should take more account of intellectual and skill-related diversity and focus less on immutable characteristics such as race, ethnicity, and sex. Because there was no follow-up litigation to clarify the implications of the *Bakke* ruling, considerable ambiguity about the use of racial classifications remained in higher education. The *Croson* standards, however, are firmer and more far-reaching.

When *Croson* was decided, Charles F. Abernathy, a Georgetown University law professor who specializes in civil rights, remarked: "Any city would be crazy not to review its affirmative-action programs after this case. The decision is not an insurmountable burden, but [local governments] will have to look at the background of their own rules."

The *Croson* ruling held that the use of racial classifications by state and local governments for purposes other than remedying identified discrimination violates the 14th Amendment, which guarantees each citizen equal protection of the laws. Other motivations for using racial classifications, such as achieving proportional representation of ethnic and racial groups in admissions or employment, creating role models, or responding to the political demands of local constituencies are vulnerable to legal challenge. Strict scrutiny places the burden of proof on the institution that established the racial classification, and rationalizations made after the fact are always difficult. The *Podbersky* case thus strongly suggests that it would be prudent and timely for campuses to reexamine their race-related policies in the light of *Croson*.

George R. LaNoue is director of the Policy Sciences Graduate Program at the University of Maryland-Baltimore County and co-author of *Academics in Court*, University of Michigan Press, 1989.



# THE CHRONICLE

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## Quote, Unquote

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"These numbers are really extraordinary. I think it's a lousy way to do business."  
An association president, on earmarks for scientific projects: A1

"It's not as if people aren't being employed. It's not as if science isn't being done. It's not as if the science that's being done is garbage."  
Director of the National Center for Physical Acoustics, on earmarks: A1

"Has my participation in Vodou colored the way in which I present the religion?"  
A professor of sociology: A56

"They seem to think it's just a blip on the graph, and that somehow we'll get back to where we were. But administrators say, 'Not so; the times have changed.'"  
A college analyst, on the movement to measure faculty workload: A1

"Until U. S. policy experts learn to take a more imaginative view of the potential coalitions that could be formed to support various proposals, it is hard to believe that we will see politically creative social-policy making in Washington."  
A sociology professor: B1

"Suddenly, all the work I'd been doing in the corners of my life is my life."  
A "lost generation" scholar who has landed a full-time academic job: A15

"If schools had special programs for male scientists, or if they designated two-thirds of their academic scholarships for men, we would be outraged. We should have similar outrage with respect to sports."  
Rep. Cardiss Collins, at a hearing on gender-equity in college sports: A43

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## Congress Earmarked a Record \$684-Million for Non-Competitive Projects on Campuses

By COLLEEN CORDES and JACK GOODMAN

**WASHINGTON**  
Congress set aside at least \$684-million in earmarks for projects involving specific colleges and universities in the 1992 fiscal year—making this year by far the most lucrative one on record for what critics deride as "pork-barrel science."

The total is nearly 39 per cent more than last year's total of \$493-million, according to analyses of both years by *The Chronicle*.

Earmarked awards are those that were not made on the basis of competitive reviews of their merits by the agencies that are under Congressional orders to finance them.

A list of the college projects begins on Page A31.

### Some Experts Are Shocked

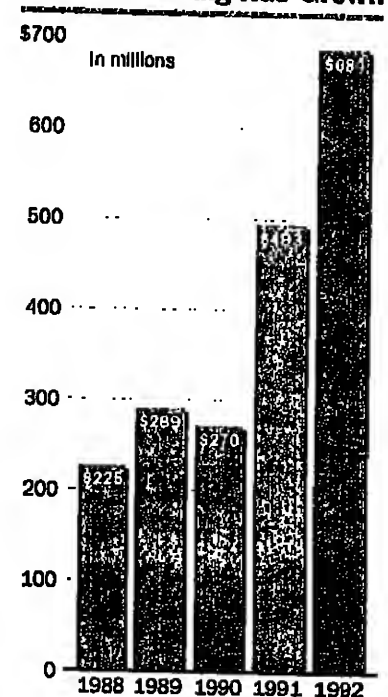
In the years since 1988—a period in which Congress and the Administration have been struggling to restrain the federal deficit—the amount of money involved has more than tripled.

Some science-policy experts express shock over the increase.

"These numbers are really extraordinary," says Robert M. Rosenzweig, president of the Association of American Universities and one of the most vocal opponents of such earmarks. "I think it's a lousy way to do business."

Others say the scope of the practice—and the link between many of the projects and economic development—reflects a se-

### How Earmarking Has Grown



SOURCE: Chronicle reporting

vere financial squeeze on higher education and Congressional concerns about the faltering economy.

"The more intense the earmarking, the greater the signal" that universities are under stress, says Michael M. Crow, associate vice-provost for science at Columbia University. Mr. Crow is renowned for his success in helping his former employer,

Iowa State University, win money directly from Congress.

Mr. Crow says earmarks are inevitable in the absence of an adequate federal technology policy or of any sizable competitive program to renovate research facilities. At the same time, he says, state officials want their colleges to find ways to improve the local economy.

"States look upon themselves almost as countries now," Mr. Crow adds. "They want their state university to be almost a national university, and they turn to Washington for help."

### Criticism by Bush

The growth in earmarks is particularly dramatic compared with increases in federal support for science programs that are based on merit reviews.

For example, spending on National Science Foundation programs increased by about 16 per cent, and the National Institutes of Health—which finances more university research than any other federal agency—saw its budget increase by about 8 per cent this year. And although the NSP's budget for facilities and equipment increased by 65 per cent this year, that brought the total to only \$33-million.

President Bush sharply criticized the practice of earmarking in a speech last month and pledged to push Congress to curb the practice and revoke some of the earmarks in this year's budget. But as of last week, it was unclear whether lawmakers would comply. Many are expected

Continued on Page A26

### MORE TIME IN THE CLASSROOM

## Colleges Face New Pressure to Increase Faculty Productivity

By ROBERT L. JACOBSON

Higher education is under mounting pressure to monitor—and increase—the time that professors spend in the classroom.

Agencies in at least a dozen states are seeking information about the academic "work week," including the number of "contact hours" that faculty members spend with students. The inquiries could lead to one of the decade's toughest challenges for colleges and universities.

Says Stephen M. Jordan, deputy executive director for finance and planning at the Arizona Board of Regents: "There are perceptions out there that the faculty doesn't teach enough, that the faculty spends too much time doing research, that the faculty is overpaid."

The situation is making some academic leaders nervous. At one state university that has been quietly trying to decide how to respond, a top admin-

istrator observes: "This is so delicate. It's a really intricate dance of getting people to do things that aren't necessarily in their immediate self-interest."

Even so, administrators at many public and private institutions, sensing an issue whose time has come, are pushing for discussions on their campuses of how to improve faculty productivity.

### An Uphill Struggle

The administrators believe that more full-time faculty members should devote more time and effort to undergraduate instruction. The concern extends beyond attempts at some institutions to give teaching a greater role in tenure and promotion decisions, and goes directly to the question of how many classes professors should teach in exchange for their paychecks.

Campus officials say they face an uphill struggle because of the entrenched power of the faculty in academic affairs,

and because of disciplinary organizations that heavily influence the curriculum and continue to promote scholarship over teaching as the principal route to academic advancement.

Even as they try to engage the faculty on possible changes, many administrators are collecting statistics that might help their institutions better explain what professors do, how those activities vary among disciplines and institutions, and why politicians and the public should be more interested in instructional quality and educational outcomes, rather than simply in a numerical measure of teaching time.

Some institutions, acknowledging that their emphasis on undergraduate instruction may have declined too much, also have begun taking steps to increase the teaching loads of full-time faculty members.

Questions about the adequacy of

Continued on Page A16



## PRINCIPLES of SOUND RETIREMENT INVESTING



### WHY YOU SHOULD START PLANNING FOR RETIREMENT WITH YOUR EYES CLOSED.

For retirement to be the time of your life, you have to dream a little—about the things you've always wanted to do: travel, explore, start a business. Just imagine...

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## This Week in The Chronicle

April 15, 1992



Frank Lloyd Wright's work at Florida Southern College spanned 20 years, producing a campus plan and six groups of buildings: B4

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The design of Florida Southern College has a surprising amount in common with the U. of Virginia's: B4

### Garrett A49



# MARGINALIA

Now here's good news (from the Brooklyn College *Excelstior*):  
SLAMMERS START SEASON UNDEFEATED

And here's terrible news (from *The Dartmouth*):  
FACULTY KILLS BROTHER MAJOR  
Campus violence is out of hand.

News item in the student paper at Adrian College, *The College World*:  
"Thirteen people, five men and seven women, sat around three round tables in the Adrian Tobias room ready to discuss."  
That's 25 beings, in all?

A memorandum from the c/c Subcommittee on Honors at Indiana University was headed thus:  
"Subj: c/c Spring Meeting Friday, May 22-Sunday, April 24"  
Spring was long in coming. Now will it ever end?

From the minutes of the Committee on Parking Policy at the University of California at San Diego:  
"To frame the discussion... [the Chair] offered the Task Force four goals to keep in mind:  
"(3) Establishing a reasonable and viable economic framework."  
We know just what you mean.

From a letter of recommendation from the United Ministry at Harvard Radcliffe to Harvard's Division of Continuing Education: "He is well-liked by his peers."  
He tied up gently?

From a letter received by an applicant to the graduate school at Princeton University:  
"Unfortunately, the limited number of places open to entering graduate students precludes our offering admission to all well qualified applicants."  
They meant quit-fed, probably.

From the class notes in *Beloit Magazine*, the alumni publication at Beloit College:  
"Kenneth and Sheila D. reside in Beloit; he teaches high school mathematics, and she is an at-risk teacher."  
Aren't they all?

Startling fact in a press release from the Office for Substance Abuse Prevention, part of the Public Health Service:  
"College students spend approximately \$5.5-billion annually to purchase 450 gallons of alcoholic beverages."  
They wuz robbed.

-C.O.

## In Brief

### Students suspended in grade-fixing scheme

NEW YORK—Hunter College officials have expelled one student and suspended nine others over a grade-fixing scheme in which students paid up to \$200 to have their grades changed.

In 1990 the nine students who were suspended paid a student who acted as a middleman and asked an employee in the registrar's office to alter their grades. "Some were from an F to an A, but other students were more humble," Jerry Rosenbaum, Hunter's registrar, told *The New York Post*. "Others agreed to go from a D to a C." Hunter is part of the City University of New York system.

The middleman, who was expelled from the university, and several of the students who were suspended were members of the Zeta Beta Tau fraternity. Some of the nine students were suspended for six months, others for a year.

The employee who allegedly altered the students' transcripts has been transferred but has not been disciplined pending the outcome of a city investigation, a spokeswoman for the college said. College administrators began an investigation into the scheme after receiving an anonymous letter.

### Academics among those awarded Pulitzer Prizes

NEW YORK—Five academics were among those awarded Pulitzer Prizes last week. They were:  
■ Mark E. Neely, Jr., director of the Lincoln Library in Fort Wayne, Ind., for *The Fate of Liberty: Abraham Lincoln and Civil Liberties*.  
■ Wayne T. Peterson, a profes-

sor of music at San Francisco State University, for the orchestral work "The Face of the Night, the Heart of the Dark."

■ Jane Smiley, a professor of English at Iowa State University, for the novel *A Thousand Acres*.

■ James V. Tate, a professor of English at the University of Massachusetts at Amherst, for *Selected Poems*.

■ Daniel Yergin, president of Cambridge Energy Research Associates and a former Harvard University professor, for *The Price: The Epic Quest for Oil, Money & Power*.

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■ Wayne T. Peterson, a profes-



SEAN M. HAPPEY, SAN DIEGO UNION-TRIBUNE

### Vandals deface art work with swastikas

SAN DIEGO—Vandals painted swastikas on art work that had been drawn by black, Hispanic, Asian-American, and gay students at San Diego State University, prompting a rally by students and faculty members.

The swastikas were scrawled on a portrait of Malcolm X, a painting of a Mexican flag, a message from an Asian-American group, and a symbol for lesbians—all of which had been placed in recent months on a plywood wall around a building site on the campus. The students had been given permission to paint on the wall. After the rally, students and

others painted over the swastikas. Thomas B. Day, the university's president, said in a statement that hate messages aimed at minority groups were "repugnant to the campus environment and contrary to the educational mission of the university." The police have no suspects in the incident.

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PATRICIA WOOD

### Administrator fired after transfer of money

CHENEY, WASH.—The director of the physical plant at Eastern Washington University, John E. Bauknecht, has been fired for the improper use of university money.

Mr. Bauknecht moved the money from one account to another to keep his department's year-end surplus for its own use. State law requires that money allocated every two years be spent within the two-year period.

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### College's herbarium called nation's oldest

WINSTON-SALEM, N.C.—Salem College, a liberal-arts institution for women, has recently discovered that it is home to the nation's oldest herbarium.

A herbarium is a collection of dried and pressed plants. Salem College's dates to the early 19th century, according to Thomas B. Mowbray (*below*), a professor of biology at Salem and the curator of the collection for the past 15 years.

Mr. Mowbray says a Harvard University professor wrote to him last summer that the new edition

of *Index Herbariorum* lists Salem's herbarium as the country's oldest.

The collection contains about 5,000 specimens and serves as "a teaching collection more than anything else," Mr. Mowbray said. It was begun by Moravian settlers of the region who began drying and preserving plants in the last decades of the 18th century. Some of the earliest specimens apparently were lost.

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### Black students leave college after brawl

OLIVET, MICH.—A majority of the 85 black students at Olivet College left the institution last week because they said they were worried about their safety. Some plan to return, while others say they will enroll elsewhere.

Donald A. Morris, Olivet's president, excused from classes for a week any of the college's 700 students who were concerned about their safety. The action came less than a week after a brawl that involved a total of 70 black and white students in a residence hall and after several weeks of increased racial tensions on the campus. Black students have given a list of demands to the college, which has adopted measures it hopes will improve the campus climate.

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## Portrait

### A Dollars-and-Cents Moral Crusade in Recycling



Dan Weiner: "That's the good stuff," he says of four boxes of soggy computer paper sitting in the rain. "You're probably looking at \$4 worth of paper right there."

By LAWRENCE BEMILLER

NEW ORLEANS

"Water is the enemy," says Dan Weiner, climbing into a rusting Chevy Custom 30 flabbed that's probably as old as he is. Mr. Weiner, who at 24 is Tulane University's first-ever recycling coordinator, has just finished loading the truck with barrels of glass—clear, green, and brown—that are ready to be sold to the city's glass-recycling facility.

But rain has been falling all morning here at the university's recycling site—a few small sheds at the edge of the campus. The barrels for glass haven't been under cover, and the rainwater they've collected has made them even heavier than usual. Worse is what water does to the corrugated cardboard piled nearby, to the newspaper, and especially to the print-out paper.

"That's the good stuff," Mr. Weiner says, glancing out at four boxes of soggy computer paper as he puts the truck in gear. "You're probably looking at \$4 worth of paper right there."

Roar of Breaking Glass

At the glass-recycling facility, located in a decrepit warehouse, the roar of breaking glass is so loud that Mr. Weiner and the work-study student accompanying him don't even hear the men who weigh the glass and dump it onto a conveyor.

The men who weigh the glass are wearing "Orleans Parish Prison" T-shirts. Mr. Weiner, a 1991 graduate of Tulane's architecture school, pauses to survey the trash-strewn loading dock and the mountain of tires nearby. "This," he says with a grin, "is sanitation."

But Mr. Weiner comes away with a receipt for 2,000 pounds of glass, for which the city will pay the university \$20. Tulane's recycling effort, although proposed by students who are members of the Green Club, isn't just a moral crusade—it's a dollars-and-cents proposition as well. Tulane pays a "tip-page fee" of \$6.50 per cubic yard at the landfill, which works out to

\$120 or \$130 each time one of the university's garbage trucks pulls in, Mr. Weiner says. Every bottle, notebook, and box that he keeps out of the "waste stream" saves on tipping fees, and most of the material can then be sold.

He has put receptacles for aluminum cans on every dormitory hall. He has persuaded reluctant custodians to carry crates of recyclable paper from offices to bins that his work-study students empty regularly. He makes sure that boxes are picked up from food-service sites daily. He and the Green Club are negotiating with the food service and local businesses to give discounts on beverages to students who use their own plastic cups.

Mr. Weiner says his goal is to reduce the waste stream by 25 percent this year. Since June, he says, he has brought in \$9,000 in revenue and kept over 150 tons of recyclable material out of the landfill—including thousands of bottles, cans, and newspapers brought to Tulane's recycling site by local residents.

Mr. Weiner has a small crew of work-study students, usually five or six, and a budget of \$25,000. Beyond that, he relies on ingenuity, a ready smile, and a world-class talent for schmoozing—half the people in New Orleans must have his business card by now, and he's probably said "Hey" at least once to everyone else.

A 10-Foot-Tall Baler

For instance: Mr. Weiner talked the manager of the local Coca-Cola plant into giving him empty plastic syrup barrels, which make good receptacles for glass and cans. When Mr. Weiner noticed that the plant had an unused compacting-and-baling machine, he talked the manager into giving him that as well.

A big university truck carried the 10-foot-tall baler across town—very slowly—and Mr. Weiner rode astride the machine, using a piece of wood to lift telephone wires over it. He then drew the plans for a new concrete pad at the recycling site

for the baler. He says the baler will "give us much more salable products." In addition to cutting the number of trips the Custom 30 makes to various recycling facilities, "Right now we're driving a lot of air around the city," he says.

In architecture classes, Mr. Weiner designed buildings that respect the environment, but recycling is not what he expected to do with his degree. Just now, however, architecture jobs are hard to come by.

One Stair at a Time

As it happens, one of Mr. Weiner's housemates, Blaine Paxton, is president of the Green Club. Together they proposed that Tulane become one of only a handful of universities that have hired recycling coordinators. The university set Mr. Weiner up with a truck, a walkie-talkie, a desk in the physical-plant office—and business cards. Tulane's president, Eamon M. Kelly, nominated Mr. Weiner to serve on a city advisory board that deals with recycling issues.

Mr. Weiner says he has encountered his share of obstacles, large and small. His budget was cut in half early in the year. The company that provides cleaning service in the dormitories says its contract does not require it to take part in recycling efforts. The administration building has no elevators, so wheeled bins of paper thump down to the Custom 30 one stair at a time.

Still, Mr. Weiner is optimistic about recycling's future here. Sitting back with a smile after a shrimp po' boy at Domilese's, a favorite local sandwich shop, he describes the "First Annual Corrugated Cardboard Drive," which he organized when last fall's freshmen arrived. "It was a huge success, in terms of cubic yards kept out of the landfill," he says.

"Next year we're going to keep some of the newer boxes, and then at the end of the year we'll trade 'em back to students for their used notebooks. The point is, we've got to make students more aware."



## RESEARCH NOTES

- Researchers at 3 universities report development of 'molecular wires'
- Scientists link high levels of chemical vasopressin to bulimia nervosa
- Bertolucci film 'The Last Emperor' is said to imply an anti-feminine vision
- People's willingness to pay for public goods is found relatively 'inelastic'

"Molecular wires"—chains of linked molecules that can conduct energy—may be used to make new kinds of miniature devices, scientists say.

At last week's meeting of the American Chemical Society, researchers at Purdue University, the University of Texas at Austin, and the University of Michigan all reported that they had developed molecular wires.

The scientists suggested that the wires could be used to make miniature computer memories and tiny "biosensors" that could monitor the levels of chemicals in the human body. Such sensors could, for example, keep track of blood-sugar levels for diabetics. The small size of the sensors would make them less apt to cause infections than larger devices, the researchers said.

Adam Heller, a professor of chemical engineering at Texas, and his colleagues have already linked the molecular wires to biosensors that are composed of layers of enzymes and that are one-fifth the diameter of a human hair.

While the molecular wires developed at Texas conduct electrons, as standard wires would, a University of Michigan researcher has created a polymer molecule that conducts energy particles called excitons. Polymer molecules are made up of identical repeating units, or monomers.

Raoul Kopelman, a professor of chemistry at Michigan, said he and his colleagues had used polymers to create molecular wires that are one-tenth the thickness of the thinnest metal wire.

The Michigan researchers used lasers to stimulate exciton activity at one end of the polymer wires and then detected the exciton activity at the other end of the wires with light-sensitive chemicals.

—DAVID L. WHEELER

Scientists say they have identified a chemical that is found in abnormally high levels in the brains of women with bulimia nervosa, an eating disorder that affects from 2 to 5 percent of adolescent and young women.

In a paper scheduled to be published in the June issue of the *Journal of Clinical Endocrinology and Metabolism*, Mark A. Demitrack, an assistant professor of psychiatry at the University of Michigan, and colleagues at the National Institute of Mental Health, report finding high levels of the chemical vasopressin in the cerebrospinal fluid of bulimia patients.

In their study, the scientists examined the cerebrospinal fluid, which bathes nerve cells in the brain, of 24 female patients with



In a scene from "The Last Emperor," Pu Yi reviews Chinese troops in the Forbidden City. The film casts the Forbidden City as a metaphor of femininity, two scholars argue.

bulimia and 11 healthy female volunteers. On average, they say, the fluid from the bulimia patients contained abnormally high levels of vasopressin.

The same group of researchers found in earlier studies that excessive levels of vasopressin were also present in patients with two other related disorders—anorexia nervosa and obsessive compulsive disorder.

The scientists say vasopressin is normally released by the body in response to physical or emotional stress, but that some people may produce excess amounts of the chemical, putting them at higher risk for developing those disorders.

—KIM A. McDONALD

The utopian vision of Bernardo Bertolucci's film "The Last Emperor" implies the expulsion of the feminine from the new and improved society, say two film scholars at the Hebrew University of Jerusalem.

Mr. Bertolucci's 1987 film is based on the true story of Pu Yi, the last emperor of China, who was born in 1906 and reigned only from 1908 to 1912, but continued to live in the cloistered confines of Beijing's Forbidden City until 1924. In the current (winter) issue of *Cinema Journal*, Josefa Loshitzky and Raya Meyuhus argue that the stylistic structure of *The Last Emperor* leads to the "symbolic annihilation of women" in the film.

On a literal level, all the significant female characters eventually disappear from the narrative. Pu Yi's mother is destroyed through opium addiction and suicide. His first wife suffers opium addiction, commits infanticide, and eventu-

ally loses her health and beauty. His second wife divorces him and quickly exits the story. By the end of the film, when the Communists have taken over, no significant female figures are left in the film.

The major metaphor of femininity in the film, say Ms. Loshitzky and Ms. Meyuhus, is the Forbidden City in the years before Pu Yi is deposed, which is represented as a "womb-like prison" occupied only by women and eunuchs.

In the opening sequences, the slow tracking of the camera further and further into the interior of the Forbidden City has a voyeuristic quality, the authors say. In several scenes in which Pu Yi tries to escape the city, the camera's movements again emphasize its claustrophobic feel.

At the end of *The Last Emperor*, the aging Pu Yi returns to a Forbidden City that has been turned into a public museum by the Communists. In Mr. Bertolucci's depiction of the new order, the authors note, there are no women to speak of and the city is no longer forbidden.

—ELLEN K. COUGHLIN

The proportion of people willing to pay for a public good, such as shelter for the homeless or environmental protection, does not change dramatically as the cost of the good increases, says a Yale University political scientist.

Research has shown that small increases in the price of such consumer products as television sets or automobiles sharply reduce the proportion of people willing to buy them—a phenomenon

known as "price elasticity." In the current (March) issue of the *American Political Science Review*, Donald Philip Green argues that, by contrast, the willingness to pay for public goods and services is relatively "inelastic."

For his study, Mr. Green analyzed data from public-opinion surveys, experimental research, and United Way fund-raising statistics from three companies in New Haven, Conn. Together the data show, he says, that, while public goods are price elastic to a degree, they are not nearly as much so as consumer goods.

For example, one survey has shown that the same sizable majority of Californians favors a program to provide shelter for the homeless whether the cost to them is an extra \$5 in taxes a year, or an extra \$50. Another study has indicated that employed people and unemployed people do not differ much in their attitudes toward a government policy of full employment, even though the tax burden of such a policy would fall more heavily on the already employed.

The United Way fund-raising data, Mr. Green notes, indicate that the relative inelasticity of the willingness to pay for public goods holds true not just for expressions of intent, but also for actual cash transactions.

One possible reason that the willingness to pay for public goods is relatively inelastic, Mr. Green suggests, is that people have less information about the costs of such goods. Some research has tested that possibility, he says, and thus far no influence of price-related information on the elasticity of public goods has been detected.

—B.K.C.

## Scholarship

### Scholars Rethink Causes, Progress of the Cold War

Continued From Preceding Page

meeting said, historians in the former Soviet Union have revised their view of the cold war more than once.

"The last five years have been a new period of revision in the cold-war history," said Vladimir Zubok, a senior researcher at the Russian Academy of Sciences.

"Orthodox" Soviet scholars traditionally blamed the United States for the cold war, Mr. Zubok said, but with the easing of restrictions on domestic dissent in 1988, a wave of "revisionist" scholarship began to blame the Soviet Union.

"That wave has petered out," he said, "is now being replaced by a revisionism that is not so simple."

For one thing, he explained, evidence suggests that U.S. policymakers often misperceived Soviet intentions and missed opportunities to end the cold war.

Importance of Internal Factor

For example, "the failure of the West to engage Soviet leaders after the death of Stalin might have prolonged the cold war," Mr. Zubok said, adding, "The new leaders needed more direct personal contact with Western leaders. In my mind, that could have made a lot of difference."

Mr. Zubok said internal factors within the Soviet Union had fueled the cold war. In some recent oral histories, former Soviet officials have revealed that Stalin came close to cooperating with the United States on the Marshall Plan, announced in 1947, to spur European recovery after World War II.

"Rejection of the Marshall Plan was a thing of the moment," he said. "Domestic issues, and Stalin's campaign to promote national pride, were crucial."

Mr. Zubok said Germany also loomed large in the cold war. For example, Soviet officials chose to suppress the Hungarian revolution not because they were interested in Hungary, but because "the domestic effect would cause them to lose Poland and could lead to a re-united Germany."

"That was intolerable," Mr. Zubok said.

Europe's "Two Hostile Blocs"

Historians in the former Soviet bloc in Eastern Europe are also beginning to look anew at the cold war.

Scholars in Eastern Europe are conducting research on "whether or not there were alternatives to the onerous course of organizing Europe into two hostile blocs," said Geza Mezei, an associate professor of history at Budapest University.

They have found evidence, Mr. Mezei said, that after World War II Western powers were initially willing to accept Soviet strategic might in Eastern Europe in exchange for Stalin's promise to allow free elections in the region.

However, he added, the increasing tendency of Soviet officials to

back coalition governments dominated by hard-line Communists led them to back away from free elections. That, and the United States' growing fear of the influence of those governments on Germany, helped foil the "open-sphere concept."

The death of Stalin and the rebuilding of a strong Germany in the 1950's, Mr. Mezei said, "created an opportunity for the early termination of the cold war, before blocs entrenched themselves."

He added that U.S. officials botched an opportunity to resolve the Hungarian crisis in 1956 by "giving themselves wrong alternatives—doing nothing versus all-out war."

And in 1958 Hungarian Communists feared the loss of their own power and, according to recently available documents, twice turned down Soviet offers to withdraw from their country.

"Who liberated Eastern Europe

**"The Chinese Communists wanted to keep flexibility in dealing with the United States, but gave that up under pressure from the Soviet Union."**

from Communist rule?" Mr. Mezei asked. "The essential condition was change within the Soviet Union, and the lack of Soviet political will to support puppets."

The complex interplay of Chinese, U.S., and Soviet relations also played a key role in some of the turning points of the cold war, said He Di, assistant director of the Institute of American Studies at the Chinese Academy of Social Sciences.

"Studies of the cold war in China are very new—dating back about 13 years to the end of the Cultural Revolution," Mr. He said.

New research in the last decade suggests that, after coming to power in the late 1940's, "the Chinese Communist Party wanted to keep flexibility in dealing with the United States, but gave that up under pressure from the Soviet Union," he said.

"There is evidence in China that Mao Ze-dong was critical of Stalin for not treating other Communist nations equally, but that later on events in Hungary and Poland scared him into thinking the socialist camp needed to be united to face the Western threat."

Chance to End Korean War

New materials also reveal that, in 1950, in the early stages of the Korean War, "there was a chance when war might have ended," Mr. He said. At that point, Chinese military commanders wanted to accept a U.S. proposal to stop the war, but Chinese political leaders overruled them, he said.

U.S. scholars at the meeting here said they also were rethinking the history of the cold war—often raising some of the same themes as their colleagues abroad.

Gar Alperovitz, an economist at the National Center for Economic Alternatives in Washington, who has written on the history of cold-war diplomacy, stressed "the

chance interaction of scientific technology and political-economic developments on the form and content of the cold war."

"Without the development of the atomic bomb, what we know of the cold war would hardly have occurred," he said.

Germany's Rearmament a Key

For example, Mr. Alperovitz said, the bomb was central to U.S. relations with Germany in the post-war world. Although U.S. policy makers feared rearming their former enemy, the U.S. monopoly on nuclear technology lulled them into accepting rearmament.

"Rearmament of Germany was a major turning point in the cold war. American leaders knew it would be seen as a threat to the Soviet Union,

who would have to clamp down in Eastern Europe," Mr. Alperovitz said.

Melvin Leffler, professor of history at the University of Virginia, focused on the way changes in the international system, and in the relationship among nations, fueled cold-war rivalry.

At the end of World War II, he said, officials in both the United States and the Soviet Union feared that Germany and Japan might tilt toward the other side, and so pursued the cold war more aggressively than they might have done.

"Uncertainty over the future alignment of Germany and Japan played a key role in cold-war escalation," he said.

Similarly, both the United States and the Soviet Union saw opportu-

nities to consolidate their own power in the fluid dynamics of the post-war world. "The U.S. felt it had overwhelming economic and strategic power," Mr. Leffler said. "The question was whether it would have the will to use that power."

"The Soviets thought perhaps Japan and Germany could be co-opted into their orbit with Soviet markets," he added.

By the 1980's, both those fears and opportunities seemed to have receded, Mr. Leffler said. Germany and Japan appeared to have become peaceful democracies, while internal considerations, such as budget deficits and social problems, made Soviet and American policy makers draw back from international rivalries.

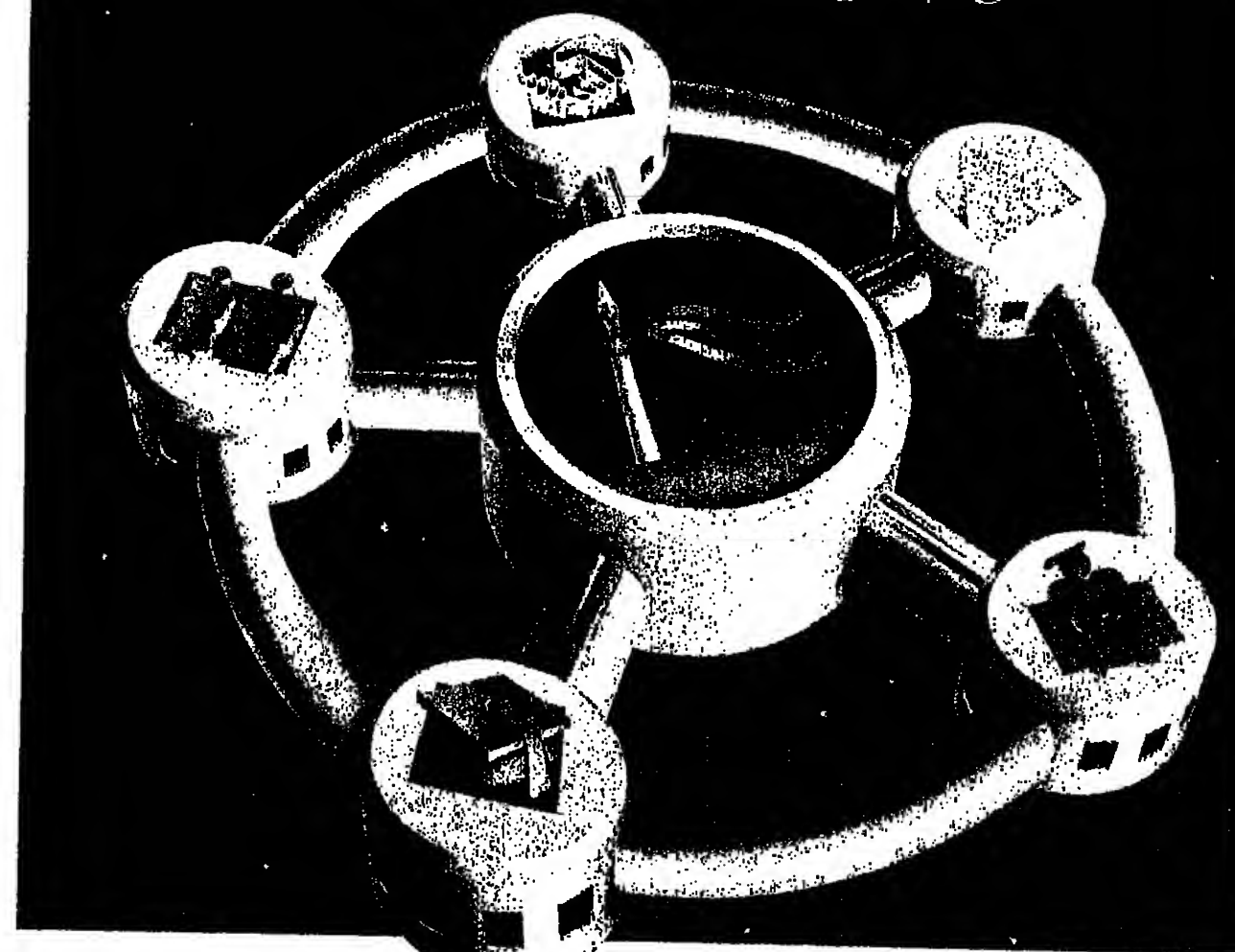
"All of this invited, although it did not dictate, the end of the cold war," Mr. Leffler said.

The end of the cold war is not simply bringing forward new evidence about the course of diplomacy over the last 40 years, said Ernest R. May, professor of history at Harvard University. It also offers historians the opportunity "to rethink how we see all of modern history."

"We have seen 1945 as a watershed when the U.S. stepped forward to assume power," Mr. May said. "Now, with the end of the cold war, we have to go further back, and look at long-term trends that shaped modern history."

He adds: "In a period of transition, we have to grope outside our recent past."

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## NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB  
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

### ANTHROPOLOGY

**After Nature: English Kinship in the Late Twentieth Century**, by Marilyn Strathern. \$34.95 hardcover, 256 pages; \$10.95 paperback. Explores the role of kinship in the changing social values and new reproductive technologies.

**The Vietnamese Experience in America**, by Paul James Rutledge (Indiana University Press). \$19.95 paperback, 224 pages; \$10.95 paperback. Examines the resettlement experiences of Vietnamese refugees who fled their country after the Communist takeover of Saigon in 1975.

### ARCHAEOLOGY

**The Eagle and the Spade: Archaeology in the United States, 1880-1980**, by Ronald T. Rieley (Cambridge University Press). 352 pages; \$79.50. Uses previously unpublished French and Italian documents to discuss archaeological excavations and restoration in the city during Napoleon's occupation.

### ART

**A Pot of Paint: Aesthetics on Trial in "Whistler v. Russell"**, by Linda Merrill (Southwestern Institution Press). 448 pages; \$35. Considers the aesthetic Whistler's celebrated trial and its impact on the English critical tradition. In the trial, Whistler was accused of painting "Rain, Great Rain" in a "slovenly and tasteless manner." The trial was a landmark in the history of art criticism.

### BUSINESS

**Business Performance in the Retail Sector: The Experience of the John Lewis Partnership**, by Keith Bradley and Simon Taylor (Oxford University Press). 208 pages; \$59. Analyzes the commercial success of a British retailer that has been employee owned and operated according to democratic principles since 1929.

### CLASSICAL STUDIES

**Poetry and Civil War in Lucan's "Bellum Civile"**, by Jamie Masters (Cambridge University Press). 288 pages; \$29.95. Argues that the Roman writer uses the rhetoric of civil war as both subject matter for his poem and a metaphorical basis for how the work tells its story.

### COMMUNICATIONS

**Big World, Small Screen: The Role of Television in American Society**, by Althea C. Huston and others (University of Nebraska Press). 196 pages; \$25. Focuses on the influence of television in the lives of children, the elderly, women, members of ethnic and sexual minority groups, and of the institutionalized.

### CRIMINOLOGY

**Why Kids Kill Parents: Child Abuse and Adolescent Homicide**, by Kathleen M. Haines (Ohio State University Press). 198 pages; \$26.95. Identifies five factors that contribute to adolescent homicide: child abuse, parental mental illness, family conflict, peer influence, and access to firearms.

### CULTURAL STUDIES

**Articulating the Elephant Man: Joseph Merrick and His Interpreters**, by Peter W. Graham and Fritz H. Gertz (University of Chicago Press). 208 pages; \$24.95. Explores medical, biographical, cinematic, theatrical, and other representations of the Victorian Englishman whose gross deformity made him known as the "Elephant Man." It traces how that accounts reveal more about their authors than their subject.

### ECONOMICS

**Growth Through Competition, Competition**

### FILM STUDIES

**African Cinema: Politics and Culture**, by Manthia Diawara (Indiana University Press). 192 pages; \$29.95 hardcover, \$10.95 paperback. Discusses African film production, distribution, and reception; includes discussion of the pioneering work of such film makers as Jean-Pierre D  ria, Ousmane Semb  , and Paulin Soumaraiya.

### GEOGRAPHY

**Health in Rural North America: The Geography of Health Care Services and Delivery**, edited by Wilbert M. Gesler and Thomas C. Kickett (Routledge). 314 pages; \$17 hardcover, \$17 paperback.

**The Shaping of Kumburi People, Place, and Change**, by Barbara Brower (University Press). 230 pages; \$22. Discusses the relationship between the Sherpa, and animal management practices in Nepal's Sagarmatha National Park.

### HISTORY

**The Advocates of Peace in Antebellum America**, by Valerie H. Ziegler (Indiana University Press). 256 pages; \$35. Traces the intellectual and political development of two 19th-century peace groups—the more radical New England Non-Resistance Society and the more moderate American Peace Society.

**Before the Wind Changed: People, Places, and Education in the Sudan**, by Ina Beale (University Press). 324 pages; \$29. Documents the status of education in a British colony during the memoir of a British educator there in the 1940's.

### LITERATURE

**Corruption: Ethics and Power in Florence, 1600-1770**, by Jean-Claude Wajsbort, translated by Linda McCall (Pennsylvania State University Press). 260 pages; \$35. Offers an explanation of the persistence of corruption in Florence's civil and military administration.

**The Devil's Dominion: Magic and Religion in Early New England**, by Richard G. Dowd (Cambridge University Press). 272 pages; \$24.95. Explores the role of magic in early Puritan New England.

### RELIGION

**Documentary History of the First Federal Congress**, edited by Charles G. Davis and E. Vail (Johns Hopkins University Press). Volume 10, *Debates in the House of Representatives, First Session, April 1789-1791* (616 pages; \$49.95); Volume 11, *First Session, June-September 1789* (736 pages; \$49.95).

**Edward Everett: The Intellectual in the Turbulent Age**, by Paul A. Vars (SUNY Press). 256 pages; \$29.95. A biography of the 19th-century American orator and statesman, who served Massachusetts as a Congressman, Senator, and Governor, and was a presidential elector.

### SCIENCE

**England and the German Hansa, 1287-1648: A Study of Their Trade and Commercial Diplomacy**, by T. H. Lloyd (Cambridge University Press). 416 pages; \$79.95. A study of trade relations between England and merchants of the German Hanseatic League.

**The Frontier: Frontiers Case Studies of the Americas and Africa, 1492-1838**, by Lyle E. Meyer (Susquehanna University Press). 272 pages; \$39.50. Presents a geographical study of six American frontiers: the Chesapeake, the Mississippi, the Gulf of Mexico, the Great Plains, the Pacific Northwest, and the Hawaiian Islands.

### TECHNOLOGY

**The First Day at Dettingen: Essays on the Battle of Dettingen and the Battle of Blenheim**, edited by Larry W. Gallagher (Kent State University Press). 84 pages; \$24 hardcover, \$14 paperback. Includes original essays on military leadership at Dettingen and Blenheim, the first day of the three-day battle.

**French Socialism and Sexual Difference**, by Susan K. Oron (Stanford University Press). 256 pages; \$45. Explores concepts of sexual difference in the socialist theories of Charles Fourier, Flora Tristan, and others of the Saint-Simonian movement.

### THEATRE

**Women and the New Society, 1803-1844**, by Susan K. Oron (Stanford University Press). 256 pages; \$45. Explores concepts of sexual difference in the socialist theories of Charles Fourier, Flora Tristan, and others of the Saint-Simonian movement.

## Addresses of Publishers

**Cambridge U. Press**, 40 West 20th Street, New York 10011  
**Fairleigh Dickinson U. Press**, Associated University Presses, 400 Gate Drive, Cranbury, N.J. 08512  
**Indiana U. Press**, 601 North Morton Street, Bloomington, Ind. 47402  
**Johns Hopkins U. Press**, 701 West 40th Street, Suite 276, Baltimore, Md. 21211  
**Kent State University Press**, P.O. Box 5190, Kent, Ohio 44242  
**Ohio State U. Press**, 180 Prosser Hall, 1070 Carmack Road, Columbus, Ohio 43210  
**Oxford U. Press**, 200 Madison Avenue, New York 10016  
**Pennsylvania State U. Press**, 820 North University Drive, Suite C, University Park, Pa. 16802  
**Rutgers U. Press**, 109 Church Street, New Brunswick, N.J. 08901  
**St. Martin's Press**, 175 Fifth Avenue, New York 10010  
**Smithsonian Institution Press**, 470 L'Enfant Plaza, Washington 20540  
**Susquehanna U. Press**, Associated University Presses, 440 Park Drive, Cranbury, N.J. 08512  
**Temple U. Press**, Broad and Oxford Streets, Philadelphia 19122  
**U. of Delaware Press**, Associated University Presses, 440 Park Drive, Cranbury, N.J. 08512  
**U. of Nebraska Press**, 901 North 17th Street, Lincoln, Neb. 68508

### LAW

**Advocates**, by David Pannick (Oxford University Press). 320 pages; \$30. A critical study of the principles, practices, and morality of the advocate's role in different societies' legal systems.

**Human Rights in States of Emergency**, by Judith G. Patai (Oxford University Press). 312 pages; \$67. Analyzes the rules and obligations developed in treaty law and general international law for human rights during states of emergency.

**Responsive Regulation: Transcending the Regulatory Debate**, by Ian Ayres and John Braucher (Oxford University Press). 216 pages; \$39.95. Proposes a new approach for U.S. business regulation law based on the empirical research on regulation policies around the world.

### LINGUISTICS

**First Verbs: A Case Study of Early Grammatical Development**, by Michael Tomasello (Cambridge University Press). 275 pages; \$39.95. Focuses on verb acquisition in a study of one child's language development in her second year of life.

### LITERATURE

**Alex Poyser: Greek Poet, Journalist, and Humoralist**, by Daniel P. Littlefield, Jr. (University Press of Nebraska Press). 140 pages; \$39.95. A biography of the Greek Indian writer and naturalist leader who lived from 1873 to 1908.

**The Art of Loving: Female Subjectivity and Male Disavowal in Shakespeare's Tragedies**, by Evelyn Higginbotham (University of Chicago Press). 160 pages; \$29.50. Focuses on *Antony and Cleopatra*, *Othello*, and *Romeo and Juliet* in a study of Shakespeare's female subjects on stage.

**Anten, MacNelson, Spandan: The Thirties Poetry**, by Michael O'Neill and Gareth Colver (St. Martin's Press). 264 pages; \$39.95. Argues that the three English poets' writings in the 1930's express a common sense of the nature of poetry as a mode of communication.

### RELIGION

**Brave Religion: Swordfighting in Shakespeare's Plays**, by Charles E. Feinberg (Manchester University Press). 224 pages; \$29.95. Describes how Shakespeare's staged by his use of swordplay and argues that his use of swordplay was an important means of reinforcing the poetic and dramatic significance of his plays.

**In Spenser, Shakespeare, and Milton**, by Richard F. Hardin (University of Delaware Press). 272 pages; \$39.50. A study of English texts that criticize the notion of divine-right monarchy.

### SCIENCE

**Crook Wars: Literature/Addiction/Mania**, by Avital Ronell (University of Nebraska Press). 179 pages; \$23. Uses Plautus's *Truculentus*, Heidegger's *Being and Time*, and other texts to explore the notion of the philosophical nature of addiction.

**El M  gico Prodigioso: A Composite Edition and Study of the Manuscript and Printed Versions**, by Pedro Calder  n de la Barca, translated by Melvyn McKendrick (University Press). 296 pages; \$29.95. Edition and study of different versions of the play, which was first performed in 1637.

### THEATRE

**Falling Towers: The Trojan Imagination in "The Trojan Women"**, by J. A. Richardson (University of Delaware Press). 192 pages; \$32.50. Argues that Euripides' *The Trojan Women* is a study of the power of a poet as a

## Scholarship

describes the ways in which he assumed a prophetic stance.

### MATHEMATICS

**Oscillation Theory of Delay Differential Equations: With Applications**, by I. Gyori and G. Ladas (Oxford University Press). 384 pages; \$89. Discusses the applications of delay-differential equations in problems concerning such things as insect-population estimates and the motion in the tips of growing plants.

### MUSIC

**Dance and the Music of J. S. Bach**, by Meredith Little and Natalie Jones (Indiana University Press). 176 pages; \$39.95. Describes the French court-dance practices common to the courts and cities that Bach frequented, and discusses his composition of stylized dance music and music based on dance rhythms.

### PHILOSOPHY

**Autonomy and Rights: The Moral Foundations of Liberalism**, by Horacio Spector (Oxford University Press). 208 pages; \$49.95. Develops a defense of the liberal belief in the existence of a body of rights that constrain government action.

**Explorations in Feminist Ethics: Theory and Practice**, edited by Ise Brahmman Cyle and Susan Conitrap-McGill (Indiana University Press). 224 pages; \$35 hardcover, \$12.95 paperback. Includes new and previously published essays that offer a feminist reinterpretation of such concepts as moral agency and altruism.

**In My Father's House: Africa in the Philosophy of Culture**, by Kwame Anthony Appiah (Oxford University Press). 256 pages; \$29.95. A study of African philosophical, political, and literary writings on African identity.

**The Priority of Prudence: Virtue and the Natural Law in Thomas Aquinas and the Implications for Modern Ethics**, by Daniel Mark Nelson (Pennsylvania State University Press). 164 pages; \$28.50. Argues for a revival of an ethics of virtue centered on prudence; draws on Aquinas's writings in the *Summa theologiae*.

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**The Foundations of American Citizenship: Liberalism, the Constitution, and Civic Virtue**, by Richard C. Sinopoli (Oxford University Press).

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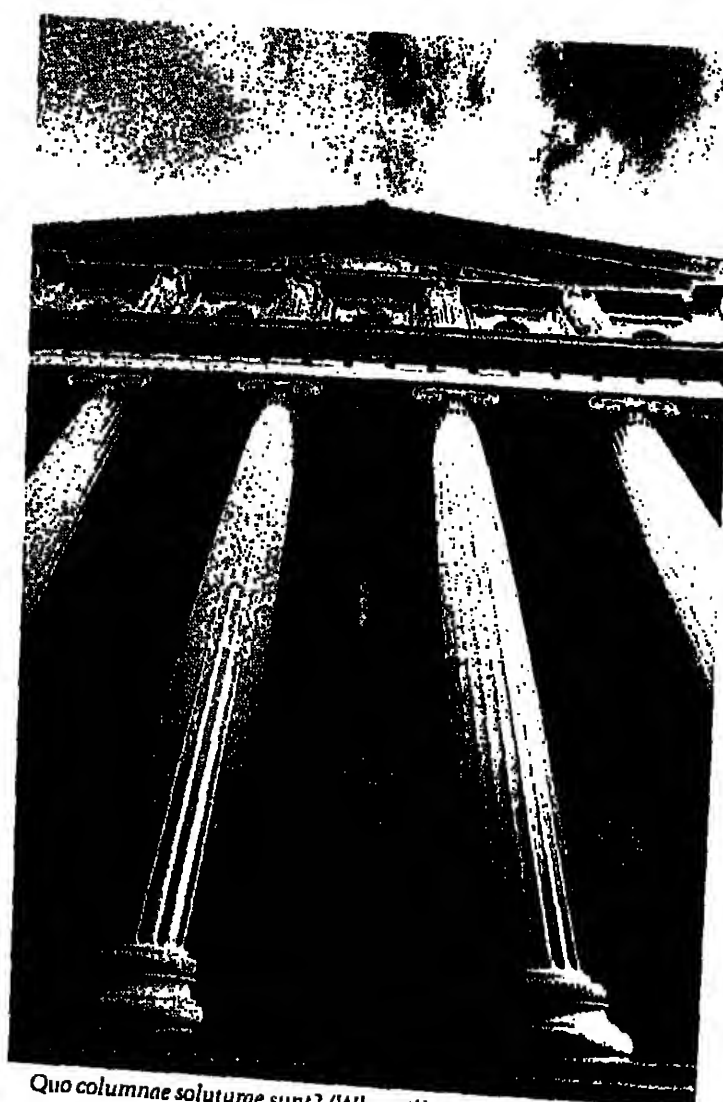
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Public confidence in college presidents rose slightly this year but is still down significantly from 1990, a survey by the pollster Louis Harris shows.

In 1992, only 25 per cent of Americans surveyed randomly said they had "a great deal of confidence" in people running universities. That figure was 21 per cent in 1991, down from 35 per cent in 1990. By comparison, 61 per cent of those surveyed in 1966 had such confidence in those running universities.

Mr. Harris, president of L. H. Research Inc., presented the figures at this month's annual meeting of the American Association for Higher Education. The theme of the conference was "Reclaiming the Public Trust."

In one session, Mr. Harris accused higher-education officials of having "ducked" public criticism. Another panelist—Mel Elfin, executive editor of *U. S. News & World Report's* survey called "America's Best Colleges"—told the audience that the erosion of public confidence was much more than a public-relations problem. He cited Congressional inquiries into scientific misconduct, a Justice Department investigation of college-tuition and financial-aid policies, and "tuition over \$20,000" as real problems that higher education must address.

Higher-education leaders, meanwhile, aren't the only ones suffering from a loss of confidence. Results of the 1992 Harris Poll found that only 10 per cent of those surveyed had a great deal of confidence in Congressional leaders. For law firms, the figure was 11 per cent; for the press, 13 per cent; and for the White House, 16 per cent.

Harvard University Law School—still facing criticism for the lack of any tenured minority women on its faculty—has established a fellowship to "enhance diversity in legal teaching."

Robert C. Clark, dean of the law school, announced the creation of the Charles Hamilton Houston Fellowship this month. Named after a black lawyer and educator, the fellowship will cover the cost of tuition and will award recipients a stipend of at least \$25,000 per academic year. Applications are now being accepted for 1992-93.

Meanwhile, nine students held a 24-hour sit-in in the hallway outside Mr. Clark's office last week to protest the lack of diversity on the law-school faculty. Derrick Bell, a black law professor at Harvard, has been on an unpaid leave of absence since 1990, saying he won't return until the law school hires a tenured "woman of color."

Of the 64 faculty members now at the law school, six are black men, five are white women, and the rest are white men. Three tenure-track appointments have been made so far for 1992-93—two of them are white women and one a white man.

## Personal & Professional

### A HAPPY ENDING

#### A 'Lost Generation' Scholar of American Poetry Ends His Long Odyssey for a Place in Academic

By SCOTT HELLER



Edward Brunner: "Suddenly, all the work I'd been doing in the corners of my life is my life."

Seventeen years and hundreds of failed job applications after finishing his Ph.D., Edward Brunner got a full-time teaching post this year.

He teaches modern American poetry at Southern Illinois University at Carbondale. Because he had already published two books, he was appointed as an associate professor and may apply for tenure early.

The odd jobs, the years working as a railroad dispatcher, a payroll clerk, and a county auditor, are behind him now. Reading poetry during his coffee breaks is a thing of the past. He is a scholar and teacher, full time. "Suddenly, all the work I'd been doing in the corners of my life is my life," he said.

Mr. Brunner, who is 46 years old, was a card-carrying member of academe's "lost generation," the humanities scholars who got degrees in the 1960's and early 1970's and never found steady academic work. Since finishing his doctorate at the University of Iowa in 1974, he had steadily tried to get an academic job, with no success (*The Chronicle*, May 23, 1990).

His fortunes changed in fall 1990, when he spotted a teaching opening in 20th-century literature in the Modern Language

Continued on Page A19

## MIT Professor Accuses Colleagues of 'Professional Harassment'

CAMBRIDGE, MASS. A professor of literature has sued the Massachusetts Institute of Technology for failing to stem "a pattern of professional, political, and sexual harassment" against her.

The lawsuit comes after months of turmoil involving faculty members in the literature section of MIT's School of Humanities and Social Sciences. Literature is one

of several sections in the school's humanities department.

Cynthia G. Wolff, who holds an endowed chair in humanities at MIT, claims that she has been subjected to "an unremitting campaign of verbal abuse and isolation" by some of her colleagues in literature. They did so, she alleges, because they opposed her more traditional approach to scholarship and because she

complained to the administration that personnel decisions in the section were "being dominated by political views and sexual preferences." She also contends they retaliated against her because she opposed the promotions of certain professors.

Several literature professors strongly denied the allegations but acknowledged that the section had faced unusual difficulties in recent years.

In 1991 a special committee was formed to examine whether the section's handling of a tenure case was fair and to consider its hiring and promotion practices.

Then last fall, Mark Wrighton, provost at the institute, suspended the literature section's right to make personnel decisions, according to the lawsuit and interviews with several faculty members. Since then, members of the section said they had been trying to resolve their differences.

### Called a 'Traditional Liberal'

Ms. Wolff's allegations, made in a suit filed last week in Middlesex County Superior Court, include the following:

■ That her colleagues verbally abused her and excluded her from programs partly because she did not fall in step with their more radical ideological views. Ms. Wolff, who considers herself a feminist, is described by some of her colleagues in the section as a "traditional liberal." Far from being excluded, they say, she is a powerful member of the faculty.

■ That she tried repeatedly to teach in the women's-studies program at MIT but was excluded in retaliation for having cast a negative vote in the 1981 tenure-review case of Ruth Perry. Ms. Perry was then a junior faculty member but is now a professor of literature and is director of women's studies at MIT this academic year. (*The Chronicle*, May 23, 1990)

Continued on Page A18

## TIAA-CREF to Offer a New Retirement Fund Pegged to Investments in Foreign Securities

NEW YORK Higher education's largest pension companies plan to offer a new investment fund for retirement savings called the Global Equities Account.

The new account, which will be opened in July, will offer a "diversified portfolio consisting primarily of foreign and domestic common stocks," the College Retirement Equities Fund announced in a statement this week.

CREF, an equity investment fund, is the companion company to the Teachers Insurance and Annuity Association, a fixed-income fund. With \$104-billion in assets, the companies manage the retirement savings of 1.5 million employees at 4,800 institutions—roughly 1,900 of them colleges and universities.

"The dramatic breaking down of barriers between the world's capital markets is largely responsible for TIAA-CREF's decision to design and introduce the Global Equities Account," James S. Martin, CREF's executive vice-president, said in a statement.

"Recent and pending developments in Europe, the Far East, and Latin America

make it likely that foreign markets will continue to expand," he said, adding that the new account will "enable participants to invest more of their retirement savings in the growing international financial marketplace."

Company officials expect that at least 50 per cent of the account's assets will be in foreign securities, 25 per cent in domestic securities, and the rest in a mix that will vary at any given time.

### Fourth Since 1988

The Global Equities Account is the fourth new investment fund that CREF has introduced since 1988. In the 1980's, TIAA-CREF came under heavy criticism from some college officials and individual participants who complained that the companies offered limited investment options.

CREF's stock account, its oldest fund, manages assets of \$44-billion. About 14 per cent of that is invested in foreign markets.

Before TIAA-CREF participants can invest in the new account, their college and university employers must agree to make it available as part of their campus retirement plans.

—DENISE K. MAONER



## New Inquiries on Teaching Loads Pose Tough Challenge for Colleges

Continued From Page A1  
teaching loads have long been part of the give and take between politicians and colleges. But this time the inquiries are being augmented by the nation's protracted economic problems and the continuing search for ways to limit the costs of higher education.

### It 'Isn't Going to Go Away'

In the opinion of some academic leaders, most professors have yet to appreciate the seriousness with which legislators and policy makers are looking at faculty productivity.

"This is a subject that isn't going to go away," says Robert Zemsky,

director of the Institute for Research on Higher Education at the University of Pennsylvania and head of the Pew Higher Education Research Program.

Patrick M. Callan, a former vice-president of the Education Commission of the States, who has been studying higher-education policy issues in California, agrees. Citing broader concerns about productivity in the United States, he says: "Higher education is not going to be exempt from the economic, technological, and demographic pressures that are causing every type of institution we have to reconsider how to organize itself to get the job done."

Elsewhere, a legislative specialist for a state system of higher education says that while campus administrators "seem to understand what's afoot here, faculty members seem to be in denial."

### Contention at Temple U.

"They seem to think it's just a blip on the graph, and that somehow we'll get back to where we were," this analyst adds. "But administrators say, 'Not so; the times have changed.'"

At one institution where the issue has been joined, Temple University, the head of the faculty union accuses administrators of "unilaterally re-interpreting" a 1990

collective-bargaining agreement by reducing the "release time" from teaching that faculty members can get for undertaking externally financed research and other non-instructional responsibilities.

"They're pandering to the state legislature," says Arthur Hochner, president of the Temple Association of University Professionals. He accuses university officials of an "unprecedented" violation of contractual understandings about teaching loads. State legislators, he adds, "don't understand what faculty do. They think 12 hours is not a heavy load."

Julia A. Eriksen, the university's acting provost, rejects Mr. Hoch-

### Personal & Professional

ner's criticisms and says the faculty has responded positively to that, at a time of tight budgets. "One of the things we may have to understand collectively is we have to teach more."

"We have very clear data that we moved away from teaching particularly from undergraduate teaching," Ms. Eriksen says. "Faculty have fewer contact hours with undergraduates now than did five or six years ago. We're really trying to do more move incrementally back to an earlier standard."

### No National Data

Across the country, there is widespread though largely undocumented perception that average teaching loads have declined in recent years. But while national data that might confirm such a trend not yet exist, officials at many institutions agree that other pressures on faculty members, primarily for more research and publication, have eaten into the teaching side of their typical work week.

In some states where new budget cuts have been severe, faculty representatives say layoffs

**"We could probably tell the Legislature to take a hike. But the other side of the coin is we depend on the Legislature for money."**

part-time instructors have eased the teaching loads of other faculty members to rise. A case in point is the California State University system, where the faculty union has accepted a legislative call to delay negotiating a plan to reduce a 12-unit teaching load to 9 units over several years.

"Legally, we could probably tell the Legislature to take a hike," says Robert Gurian, a lobbyist for the California Faculty Association. "But the other side of the coin is we depend on the Legislature for money. In this era of limits, somebody has to set priorities."

### 'Impossible to Document'

Mr. Gurian adds that, given political realities, "the faculty has to spend more of their time teaching."

Nationally, however, aside from surveys showing that professors have increasingly tended to regard research as crucial to their careers, no solid data appear to exist on trends in workloads.

"Higher education has been remarkably successful at not keeping records on this subject," says Mr. Zemsky of Pennsylvania's Institute. "It's simply impossible to document what everyone knows that teaching loads have declined."

James R. Mingle, executive director of the State Higher Education Executive Officers association, says institutions need to "inch faculty teaching loads back up, because they've dropped." Instead of the traditional norm of four courses a week, he says, the practice at many institutions seems to be closer to three or even two

### Personal & Professional



Edward Renfrow, state auditor of North Carolina: Professors' estimates of how much they work "should be viewed cautiously."

courses, meaning as little as six hours of teaching a week.

Anticipating a growing interest in the subject, Mr. Mingle's association is about to send its members in all states a comprehensive questionnaire about faculty workloads.

The survey will explore teaching-load standards, which kinds of faculty members teach courses at

different levels, the use of part-time instructors, faculty time devoted to research, faculty salaries, "reward structures," and faculty income from outside consulting. The survey also will seek to determine which states have or are considering policies, standards, or legislation on those subjects.

Mr. Mingle says he fears the de-

## Professors Who Teach More Are Paid Less, Study Finds

WASHINGTON

An academic researcher says he has found clear evidence that the more college faculty members teach, the less they are paid.

Preliminary findings from the study, which he says is the first of its kind, were reported at an Education Department seminar here by James S. Fairweather, senior research associate at the Center for the Study of Higher Education at Pennsylvania State University and associate professor of higher education at the university.

Based on data from 4,332 full-time, tenure-track faculty members at a wide range of four-year institutions, Mr. Fairweather presented these conclusions in draft form:

■ "The more time you spend on teaching, the less the compensation."

■ "The more hours in class per week, the lower the pay."

■ "The greater the time spent on research, the higher the compensation."

■ "Faculty who teach only graduate students get paid the most."

■ "The greater the number of refereed publications, the greater the income."

The data reviewed by Mr. Fairweather were drawn from a massive federal survey of faculty members that was conducted in 1987-88 but not assessed until

now for possible connections between teaching time and compensation.

He said the data covered a full range of four-year institutions, including research universities, other doctoral institutions, comprehensive institutions that concentrate on undergraduate education, liberal-arts colleges, and other four-year institutions,

**"The more hours in class per week, the lower the pay. The greater the time spent on research, the higher the compensation."**

primarily medical and engineering schools.

The researcher, who was actively involved in the larger study, said his more recent analysis documented "the domination of research and scholarship" in determining how much faculty members are paid in each institutional category.

"In most cases, teaching productivity is neutral" as a factor in compensation, Mr. Fairweather explained, and is "simply not rewarded." That leaves research and scholarship as the key to higher pay, he said.

An unexpected exception

development of an "unholy alliance" between "faculty who want to keep the teaching load down and conservative legislators who want to cut back on access" to higher education.

### Internal Solution Preferred

Academic institutions will be far better off, he says, if efforts to increase student-contact hours come from within as a result of negotiations between administrators and faculty members.

"I'd hate to see it come out of legislation," Mr. Mingle says.

Mr. Zemsky estimates that a "critical core" of up to 15 per cent of the faculty at many major institutions is "ready to engage in conversation" about productivity and teaching loads.

Some higher-education officials in the states are trying to capture the workload issue as their own before the legislative process gets too far along.

At the Arizona Board of Regents, Mr. Jordan says the questioning of faculty productivity means that higher education's political friends are "telling us we need to be responsive" to public concerns about access and cost. He says academic leaders should want to tackle those concerns head-on.

If colleges and universities want to hold on to their "piece of the pie," he adds, they need to be "forthright" about what faculty members do.

A lack of comprehensive or comparable data on how faculty members spend their time is being

Continued on Following Page

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—ROBERT L. JACOBSON



## New Inquiries on Teaching Loads Pose Tough Challenge for Colleges

Continued From Preceding Page  
seized upon by officials in some states as a major point of contention with academic institutions.

In North Carolina, State Auditor Edward Renfrow recently released a report on faculty workloads in the state-university system. The report says an effort to determine "the total amount of time faculty members spent 'on the job' . . . was complicated by the fact that, except for actual scheduled classroom hours, professors are not required to and do not generally maintain any formal documentation accounting for the time worked."

A section about faculty members' outside employment indi-

cates that the auditor's biggest concern is a lack of "formal, ongoing monitoring" of faculty activities by deans and department heads.

Some of the language used by Mr. Renfrow, who is seeking the Democratic nomination for Lieutenant Governor of North Carolina, may suggest why some people in higher education are nervous about political interest in workload issues.

### "Tendency to Overestimate"

"In both our own survey and other published reports on this topic, professors generally reported spending 45 to 50 hours per week at their jobs," Mr. Renfrow writes,

continuing: "Such estimates, we believe, should be viewed cautiously. Aside from the obvious bias and tendency to overestimate, we noted most respondents included activities many non-university employees would not consider as part of a normal 'job-related' function, especially when conducted outside the usual workplace. Examples include reading professional magazines; consulting with colleagues; attending university-sponsored social, cultural, or athletic events; traveling (including commuting); 'thinking'; and engaging in secondary employment."

Meanwhile, Pennsylvania's Mr. Zensky is preparing to address

productivity issues in a forthcoming issue of the Pew program's newsletter, *Policy Perspectives*. He says the publication will examine a suggestion by Henry Rosovsky, university professor and former dean of the faculty of arts and sciences at Harvard University, that many institutions—Harvard included—may need to renegotiate the "social contract" by which faculty members are expected to give priority to teaching and other institutional responsibilities over outside activities.

"As a faculty," Mr. Rosovsky wrote last year in his final report as dean, "we must reach a new and explicit understanding concerning

## Personal & Professional

what we should expect of ourselves and our colleagues," he added: "If the status quo continues entirely without reform, the institution that creates and guarantees our freedom and independence may lose the ability to do so."

Elaborating in an interview, Rosovsky remarks: "There is more and more demands by constituencies for greater efficiency, for rules, for supervision. I know, I'm trying to keep Caesar Bay, I want us to be independent and set our own standards."

"Higher education has done a very poor job in explaining itself," Mr. Rosovsky says. "I think we need to explain ourselves to the public, to the political sector, which we have really not tried to do."

## Personal & Professional

### A 'Lost Generation' Scholar Ends Long Odyssey for Place in Academe

Continued From Page A15

Association's job listings. He interviewed at the annual meeting in Chicago that December.

Only once before was Mr. Brunner invited to interviews at the MLA conference. That year, he couldn't get the time off from his Iowa City auditor's job to go.

Chicago was close enough for Mr. Brunner to sneak away. Later, he visited the Carbondale campus, and discussed his research with faculty members and students. The university made an offer, and Mr. Brunner made the move.

He is something of an academic Rip Van Winkle, waking up in a new scholarly world. But he has been an active scholar all along. Since finishing graduate school, he has published several journal articles and books on the poets Hart Crane and W. S. Merwin.

### MLA Book Award in 1986

He wrote much of the Crane book while working for the Rock Island Railroad. The book won a 1986 MLA award for the best scholarly work by an independent researcher.

Mr. Brunner has had to catch up with recent literary theories and the new interest in multiculturalism. He teaches Indian captivity narratives in an American literature survey course, and said he noticed that more scholars are interested in Melville's Civil War poetry than he remembers from his days in graduate school. Gone, he

said, are the poetry of Sidney Lanier and the journal writings of John Woolman.

The professor believes that Southern Illinois hired him when so many other universities didn't because the campus attracts students who have been away from higher education for a while. "Everyone is sort of used to people whose careers have been interrupted," he said.

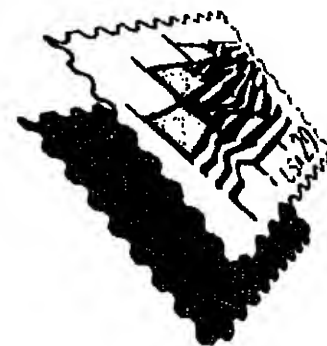
### 'We Thought We Were Lucky'

The long stretches on his résumé without academic employment didn't hurt, said Richard F. Peterson, chairman of the English department. "We thought we were lucky that someone so articulate and who had done so much scholarship was available," Mr. Peterson said. Mr. Brunner is one of nine professors hired by the department this year to replace faculty members who retired, left, or died.

Mr. Brunner has begun work on a third book, about the academic poetry of the 1950's, work that now receives less attention than that of the Beat poets. Next year, Mr. Brunner will teach his first graduate course—on the poets John Berryman, Robert Lowell, and Elizabeth Bishop.

"I wouldn't have thought it would have worked out quite so nicely," he said.

"It's a happy ending in Ed's case," Mr. Peterson added. "I just worry about all the others."



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### MIT Is Accused of Failing to End Harassment Pattern

Continued From Page A15  
director's post is rotated among faculty members.)

■ That the MIT administration failed to "remedy the malicious atmosphere."

Mr. Wrighton, the provost, declined to comment. Campus officials do not publicly discuss personnel matters or pending litigation, said Kenneth D. Campbell, spokesman for the institute.

Some MIT professors in literature said they were shocked at the news that Ms. Wolff had sued.

Ms. Perry called the lawsuit "a totally out of the blue." She said

"There was a breakdown of civility that the Institute has been well aware of, but has failed to remedy."

she had not sought to exclude Ms. Wolff from women's studies. "The women's studies program is run as a collective," she said. "No one person has authority in it. Cynthia Wolff has never submitted a course proposal."

### 'Preposterous' Action

David M. Halperin, a professor of literature who is among those criticized in the suit, said he would withhold comment until he saw the lawsuit, but added: "The whole thing seems preposterous."

Ms. Wolff declined to elaborate on the suit and referred questions to her lawyer, Stephen H. Oleskey. Mr. Oleskey said Ms. Wolff had been treated as even more of an outcast after she became a "whistle blower" in alerting the administration to what she viewed as problems in personnel decisions made by the literature faculty.

"There was a breakdown of civility that the institute has been well aware of, but has failed to remedy," Mr. Oleskey said.

Ms. Wolff is seeking an unspecified amount of compensatory damages and a declaration that her contractual rights were violated.

—DENISE K. MACONE

### NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

**Beating the College Blues: A Student's Guide to Coping With the Emotional Ups and Downs of College Life**, by Paul A. Grayson and Philip W. Meilman (Facts on File, 460 Park Avenue South, New York 10016; 231 pages; \$19.95). Topics, discussed in question-and-answer format, include changing family relationships, test anxiety and study habits, eating disorders, alcohol and drug use, and sexuality, sexual harassment, and rape.

**A Cultural Analysis of Student Life at a Liberal Arts College**, by Maribeth Durs and E. Marilyn Schaeffer (Edwin Mellen Press, Box 450, Lewiston, N.Y. 14092; 127 pages; \$49.95 prepaid). A study of student culture at Saint Leo College.

**Effective Communication for Academic Chairs**, edited by Mark Hickson, III, and Don W. Stacks (State University of New York Press, State University Plaza, Albany, N.Y. 12246; 231 pages; \$44.50 hardcover; \$14.95 paperback, plus \$3 for shipping). Contains essays on such topics as managing relevances, departmental assessment, motivating faculty members, external public relations, and communicating with administrative peers.

**The Historical Development of the University System of Georgia, 1832-1990**, by Cameron Fincher (Institute of Higher Education, University of Georgia, Athens, Ga. 30602; 186 pages; \$26 prepaid; make checks payable to the institute).

**Management Ratios #8 for Colleges and Universities**, by John Minter (National Data Service for Higher Education, 2400 Central Avenue, Suite B-2, Boulder, Colo. 80301; 416 pages; \$15, plus \$10 for shipping). Presents data for financial-ratio comparisons among reporting U.S. institutions.

**Peterson's 1992 College Money Handbook**, (Peterson's Guides, Department 2300, P. O. Box 2123, Princeton, N.J. 08543; 369 pages; \$19.95,

plus \$4.75 for shipping). Discusses costs and financial-aid opportunities at more than 1,700 four-year institutions in the United States.

**Students Abroad—Strangers at Home: Education for a Global Society**, by Norman L. Kauffman and others (Intercultural Press, P.O. Box 700, Yarmouth, Me. 04096; 194 pages; \$19.95, plus \$3 for shipping). Shows how study abroad can promote students' intellectual and personal development, as well as help them gain an international perspective for an increasingly interdependent world; proposes a theoretical framework for the evaluation of the study-abroad experience, and offers recommendations for improving programs and integrating them into the curriculum.

**Summary Statistics: Annual Survey of Colleges, 1991-92** (College Board Publications, Box 886, New York 10101; 78 pages; \$25, plus \$2.95 for shipping; request item no. 239375). Presents 68 statistical tables on financial aid, admissions, selectivity, retention, and other variables; also available is *Full Enrollment 1990* (113 pages; \$25, plus \$2.95 for shipping; request item no. 236179), a companion volume that lists undergraduate and graduate enrollment figures for the institutions that contributed data to *Summary Statistics*.

**Text and Teaching: The Search for Human Excellence**, edited by Michael J. Collins and Francis J. Ambrosio (Georgetown University Press, International Center, Room 111, Washington 20057; 161 pages; \$20). Contains essays transcribed from two Georgetown University symposia in which educators and other speakers were asked to speak about texts that have significantly affected their lives.

**Who's Doing What? A Directory of U.S. Organizations and Institutions Educating About Development and Other Global Issues** (American Forum for Global Education, 45 John Street, Suite 908, New York 10038; 273 pages; \$20, plus \$3 for shipping). Presents profiles of educational programs at 250 institutions and organizations, including colleges and universities.



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Virginia Polytechnic Institute  
and State University has included  
an experimental graphic in a  
new electronic version of a print  
journal for teacher educators.

The electronic edition of the  
publication, *The Journal of  
Technology Education*, includes  
articles in ASCII, the standard format  
for on-line journals published on  
Bitnet and Internet. A single  
illustration is available in a separate  
"Postscript" file.

On-line journals with illustrations  
are still rare, largely because the  
technology to transmit graphics in  
digital form is not well developed. "It  
seemed appropriate to try out a  
high-tech distribution system with a  
journal on technology education,"  
says Mark Sanders, an associate  
professor of vocational and  
technical education and the journal's  
editor.

Mr. Sanders says the free  
electronic journal, published by the  
university's Scholarly  
Communications Project, will not be  
a threat to the print version, which  
is available by paid subscription. The  
print journal has "a better  
appearance," he says.

When Susquehanna University  
students run into problems  
with their computers, they can  
call the "Byte" hotline.

The hotline, which operates from  
8 a.m. until midnight, is run by  
students who belong to the  
Computer Consultants Project. The  
students live in the same residence  
hall, so someone is always available  
to answer the phone.

The hotline receives about 25  
calls a week, says Rick Keller, an  
information-systems major and the  
project's manager. "The hotline was  
developed to give students a  
convenient way to get help without  
having to run all over campus," he  
says.

The project also finds tutors for  
students who need extra help in  
learning how to use computers and  
offers computing workshops for  
middle-school students.

McGraw-Hill's College  
Division is making selected  
interviews from the MacNeil/  
Lehrer NewsHour available to  
academics on three videotapes.

The demonstration tapes include  
economists and politicians analyzing  
the Bill of Rights, the fall of  
Communism in Eastern Europe, and  
current economic trends in the  
United States. The videotapes  
include explanatory text and are  
accompanied by printed instructional  
manuals.

The videotapes were created to  
introduce academics to a new  
program called "Quarterly  
Reports" that McGraw-Hill will start  
next fall. The three demonstration  
tapes are free. An annual  
subscription to the hour-long  
quarterly reports will be \$200.

For more information and a  
sample tape, contact Scott Hardy,  
McGraw-Hill Inc., 501 West Trails,  
Grayslake, Ill. 60030; (708) 223-2506.

## Information Technology



Kenneth M. King, president of EDUCOM: "When you ask where is the locus of strong  
federal leadership in the current management scheme, it is nowhere to be seen."

### Debates on Access, Expense, and Management Rage Over Development of High-Speed Computer Network

By DAVID L. WILSON

Scholars, scientists, schoolteachers,  
and business leaders have high hopes for  
the National Research and Education Net-  
work—the super-fast highway for trans-  
mitting data that is now being developed.  
But some people are likely to be disap-  
pointed, at least in the short term.

Would-be users will need political back-  
ing from Congress and the Bush Adminis-  
tration, which so far have linked the pro-  
gram to problems faced by scholars in the  
hard sciences, giving short shrift to needs  
of other users. Users will also need techni-  
cal support from experts and money to in-  
stall hardware and get connected to the  
network. In the coming years, tight bud-  
gets—both within government and at in-  
stitutions—will pit some users against others,  
and will mean that some users will be con-  
nected before others.

Questions about who will be able to use  
the NREN are just one set of problems fac-  
ing a broad coalition of supporters as they  
grapple with ways to bring the NREN up to  
speed. The project, which is still largely in  
the design stages, is expected to cost the  
federal government \$1-billion over the  
next five years.

#### Concern Over Fragmentation

The high-speed network will enable sci-  
entists to work with supercomputers from  
distant locations and allow the high-quality  
transmission of moving pictures and virtu-  
ally instantaneous transmission of an en-  
tire book, for example.

Supporters will have to solve many tech-  
nical, organizational, and policy problems  
before the network can perform as adver-

tised. For example, many supporters com-  
plain that they have had little say in the  
development of the NREN because its man-  
agement is fragmented—nine federal agen-  
cies are responsible for developing differ-  
ent parts of the network.

Others say the agencies that are building  
key parts of the NREN are ignoring the larg-  
er needs of the nation to focus on their own  
agendas. Arguments also rage over how  
and when the network will switch from  
federal to private control, what access to

could do everything all at the same time,  
but we don't have infinite resources," says  
Laura Breeden, executive director of FAR-  
NET, a non-profit association of organiza-  
tions interested in the use of networks in  
education and research. "Some choices  
will have to be made."

#### 'Too Many Demands'

Thomas A. Egan, executive director of  
the Center for the Study of Connectivity  
and Data Bases at West Chester Universi-  
ty, says, "The conflict that's arising is too  
many demands on too limited resources."

Still, Mr. Egan has high hopes for the  
network. "The audience I want to work  
with is a person who looks at this as a new  
definition of a library," he says. "We want  
to move graphics, video, things that take  
up a lot of space on the network." He also  
wants to make sure that schoolchildren,  
from kindergarten through high school,  
will have access to the NREN.

He admits that his goals are unlikely to  
be achieved in tough economic times. "I'm  
afraid that in a situation like this, new en-  
deavors will be left out."

Many people agree with him. "Unfortu-  
nately," says David J. Binko, director of  
academic computing at the Johns Hopkins  
University, "the quantitative sciences are  
going to have an easier time justifying their  
need for this than the humanities or the  
non-quantitative sciences."

Hard sciences have an advantage in part  
because the legislation authorizing finan-  
cial support from the government for de-  
velopment of the NREN was aimed at solv-  
ing important scientific problems. Those

Continued on Page A24

**"Some of us keep hoping  
that the government will  
support this thing forever,  
and we really won't  
have to deal with a  
corporate environment."**

the network will be given for commercial  
uses, and how the network's development  
will be managed.

The most difficult problem to overcome,  
however, may be the fact that everybody  
wants access to the NREN. No one is sure  
exactly how much the NREN will cost us-  
ers. But there are two types of costs in-  
volved: those for wiring places that cur-  
rently have no networking capabilities,  
and those for actually using the network.  
In both cases, broad access would prob-  
ably be expensive, and someone would  
have to foot the bill.

"Given an infinite number of dollars, we



## TECHNOLOGY UPDATE

- Program monitors individual computers on a large network
- Use of copyrighted material in electronic form is examined
- Researchers compare use of print and electronic information

Engineers at Carnegie Mellon University have developed a program that monitors the operation of computers on a large network.

Ronald P. Bianchini, Jr., assistant professor of electrical and computer engineering, says his department has nearly 200 sophisticated workstations of several different designs linked together. For some tasks, the power of all those computers is required for a single prob-

lem. Traditionally, in those types of operations, one computer in the network is assigned to make sure that all the other computers are working properly.

"For that one machine to test all the other machines took about 90 minutes," says Mr. Bianchini. That time could be better spent solving the problem at hand, and the tests themselves tended to clog the network.

The new program can perform

the work of the one machine in one minute. "Basically, this algorithm requires a minimum of network resources," says Mr. Bianchini, which frees resources to work on the problem.

The algorithm may also be used with supercomputers that have massively parallel processors, he says.

For more information, contact Mr. Bianchini, Department of Electrical and Computer Engineer-

ing, Carnegie Mellon University, Pittsburgh 15213; (412) 268-7105; RPB@ECE.CMU.EDU.

The Copyright Clearance Center is conducting a pilot study to find out how businesses would use copyrighted materials in electronic form.

Concern over copyright violations has limited the development of electronic journals and other publications, which are easy to duplicate and transmit.

Four companies are involved in the pilot program, says Joseph S. Allen, vice-president of the center. "We've learned a fair amount about how not to go about licensing in the electronic environment from the projects, and we're taking

those lessons and moving along," he says.

For the study, materials—on optical disks. The copies are allowed to set up electronic data bases for internal use only.

"We hope to be expanding pilot project fairly dramatically the near future," says Mr. Allen. One of the critical questions publishers, he says, is the issue of such data bases on subscription.

For more information, contact Mr. Allen, Copyright Clearance Center, 27 Congress Street, Boston, Mass. 01770; (508) 744-1100; 761-501-3207; CC@COMPUSER.EDU.

Researchers at two Canadian universities want to find out how and why people use same information different when it is in print and in electronic form.

Tom Carey, a professor of computing and information science at the University of Guelph, and Mitterer, an associate professor of psychology and computer science at nearby Brock University, they hope results from the On-Line Information Project make research on computers and more effective.

The researchers have discovered that people use standard book titles, such as the table of contents differently on line than in print. "When people use an index line, sometimes they use it to get words on which they can do keyword search," says Mr. Carey.

"We also want to find out if kind of tactics are being used by the people who find information faster than other people," he says. The research is being conducted with technical manuals provided by the International Business Machines Corporation. It is being funded by a \$270,000 grant from the Ontario government.

For more information, contact Mr. Carey, Department of Computing and Information Science, University of Guelph, Guelph, Ontario, Canada N1G2W1; (519) 874-4120, ext. 3310; TCAREY@UOUELPH.CIS.UOUELPH.CA.

—DAVID L. WILSON

## Briefly Noted

■ *Mirror Worlds: The Day Before Puts the Universe in a Box*, a computer exploration of the world in microcosm by David G. Lerner, an associate professor of computer science at Yale University, is available for \$24.95 from Oxford University Press, 200 Madison Avenue, New York 10017; (800) 451-7556 or (212) 679-7300.

■ The 1992 edition of the *Directory of U.S. Government Documents for Microfilm and Microfiche*, with descriptions of 1,500 titles containing federal numeric and textual data, is available for \$8 from the National Technical Information Service, Springfield, Va. 22161; (703) 487-4650.

■ *DECnews for Education and Research*, a new monthly electronic newsletter published by Digital Equipment Corporation, is available to academics on Bitnet and Internet. To subscribe, contact DECNEWS@MR4DEC.ENET.DEL.COM.

## Agency Told to Release Data Stored on Computer Tape

COLUMBUS, OHIO  
The Ohio Supreme Court has ruled that a public agency must make information stored on computer tape available on tape if that is the form in which it is requested.

The ruling came in a suit filed last November by Barbara H. Margolius against the City of Cleveland and its police department.

Ms. Margolius, a doctoral student at Case Western Reserve University, is doing operations research for a degree in applied mathematics. She had asked for records of police activities from 1980 to the present. The records were stored in an electronic data base, and Ms. Margolius said she needed the data in electronic form, along with a guide to their organization on the tapes, to perform a computer analysis of the way the city deployed its police force.

The police department refused to supply the information on tape but offered to provide the records in printed form if Ms. Margolius would pay the cost of a print-out.

Ms. Margolius contended that a print-out would be 8 to 10 feet high and fill 13 computer boxes. A paper

copy would make computer data analysis impossible, she said, because of the time and expense required to transfer data from paper to computer.

Ms. Margolius said that the department had deliberately attempted to thwart her research. She argued that letting a government agency provide information in any form it wanted "diminishes the utility of the information to the public." Records should be available in the form in which they were created, she contended.

## Unanimous Ruling

The city argued that a government agency can choose the most convenient form in which to make documents available. It contended that the amount of computer and personnel time required to fulfill requests for records on tape would interfere with its other functions.

In his opinion, which represented the unanimous view of the court's seven members, Judge Craig Wright concluded that "a government agency must allow the copying of the portions of comput-

er tapes to which the public is entitled if the person requesting the information has presented a legitimate reason why a paper copy of the records would be insufficient or impracticable, and if such person assumes the expense of copying."

The ruling continued: "A set of public records stored in an organized fashion on a magnetic medium also contains an added value that inherently is a part of the public record." In this case, "the added value is not only the organization of the data but also the compression of the data into a form that allows greater ease of public access."

Judge Wright said the court did not find the police department's argument about the time required to provide tapes "particularly compelling," especially since the department had admitted earlier that the task would take 10 minutes. "Even if the city were to receive 12 such requests in a month," he said, "the resulting two hours of time dedicated to copying tapes hardly justifies hindering meaningful access to public records."

—BEVERLY T. WATKINS

## NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

## COMPUTER PROGRAMS

**Bibliographies.** "EndNote Plus," for IBM PC and compatibles. Stores up to 32,000 records and generates bibliographies in styles used by many academic journals; scans papers for citations in the text and produces a reference list at the end; generates bibliographies for documents saved in RTF or ASCII text; \$249; quantity discounts available. Contact: Niles & Associates Inc., 2000 Hearst Street, Suite 200, Berkeley, Cal. 94709; (510) 649-8176.

**Biology.** "Action Potential Tutorial," for Apple Macintosh. Uses "HyperText" and animations to help students understand action potentials; includes membrane potentials, the voltage clamp, the sodium action potential, refractory periods, and axon conduction; \$29; quantity discounts available. Contact: Intellimation, Department GAPA, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

**Foreign languages.** "Multi-Lingual Scholar, Version 4.0," for IBM PC and compatibles. Allows users to write and edit documents in five alphabets—Arabic, Cyrillic, Greek, Hebrew, and Latin—without modifications to the computer; includes spell-checking dictionary; Font Scholar creates custom fonts; \$565; quantity discounts available. Contact: Gamma Productions Inc., 710 Wilshire Boulevard, Suite 609, Santa Monica, Cal. 90401; (310) 394-8622.

**Graphics.** "Stanford Graphics for Windows," for IBM PC and compatibles. Creates statistical charts and graphics for presentations; lets users analyze and manipulate data on the screen; contains 160 graph types in 2-D and 3-D, plus autoprocedural histograms, bubble plots, group maps, box-whisker plots, and more; \$372. Contact: 3-D Vision Corporation, 2780 Skyway Drive, Torrance, Cal. 90505; (800) 729-4723 or (213) 325-1339.

**Graphics.** "SlideWrite Plus for Windows," for IBM PC and compatibles. Provides scientific graphics, curve fitting, data transformation, and statistical analysis for technical presentations; contains scalable Nimbus-Q fonts and clip art in vector format; illustrations include arrows, chemical

symbols, flow charts, icons, scientific apparatus and symbols, signs, and more; accepts data from Lotus and ASCII files; \$445; quantity discounts available. Contact: Advanced Graphics Software, 3825 Avenida Encinas, Suite 105, Carlsbad, Cal. 92008; (619) 931-1919.

**Medical data bases.** "Medical Computing Resource Guide, Version 3.0," for IBM PC and compatibles. A collection of information sources and services for medical professionals who use computers; includes references to periodicals, books, video and audio tapes, software, on-line services, professional organizations, and more; \$15. Contact: Resource Systems Management Inc., 3300 Mitchell Lane, Suite 390, Boulder, Colo. 80301; (303) 441-3936.

**Medical data bases.** "MDX Health Digest," for IBM PC and compatibles. Contains summaries of articles from 200 medical and health-care periodicals dating to January 1988; categories include newsletters and magazines, newspapers, medical-school and hospital publications, medical journals, and general-interest magazines; \$899; updated quarterly. Contact: Compact Cambridge, 7200 Wisconsin Avenue, Bethesda, Md. 20814-4823; (800) 843-7751 or (301) 961-6750.

**Government data bases.** "FDA-ON CD-ROM," for CD-ROM players used with IBM PC and compatibles. Contains full text of federal statutory, regulatory, judicial, and administrative information on foods, drugs, cosmetics, and medical devices; \$2,300 annually; updated quarterly. Contact: FD Inc., 600 New Hampshire Avenue, N.W., Suite 355, Washington 20037; (800) 332-6623 or (202) 337-0432.

**Government data bases.** "Medical Devices on CD-ROM," for CD-ROM players used with IBM PC and compatibles. Contains full text of source documents on federal regulation of medical devices from the Food and Drug Administration; \$1,485 annually; updated quarterly. Contact: FD Inc., 600 New Hampshire Avenue, N.W., Suite 355, Washington 20037; (800) 332-6623 or (202) 337-0432.

**Government data bases.** "HCA-ON CD-ROM," for CD-ROM players used with IBM PC and compatibles. Contains full text of federal statutory, regulatory, judicial, and administrative information on health care financing administration; \$1,485 annually; updated monthly. Contact: FD Inc., 600 New Hampshire Avenue, N.W., Suite 355, Washington 20037; (800) 332-6623 or (202) 337-0432.

**Medicine.** "Exploring the Basic Structure of the Brain," for videodisc players used with IBM PC and compatibles. Pictures of brain slices, animation, and commentary help students understand the brain's structure; students explore the internal structures in three dissections—coronal, sagittal, and horizontal; \$910 for members; \$1,300 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514-1517; (919) 942-8731.

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The Learning Society:  
Back at Berea

By Bernard R. Gifford, Ph.D.  
Apple Computer, Inc.



It was raining cats and dogs the day I arrived at Berea College to speak at the dedication of its new library wing and computer center. My speech, "Building the Virtual Library," was about the future of information retrieval. But I was hard-pressed to retrieve the information I needed most that morning—the whereabouts of the ceremony.

After circling the campus for 20 minutes, Apple regional manager Tom Fitzgerald and I stopped our car in a parking lot and stepped out into the rain to try to get our bearings. A young Berea student took pity on us, insisted on driving with us right to the entrance of Hutchins Library, and then, knowing we were late, refused our offer of a ride back to her own car. I was struck by her generosity of spirit—and I knew I was back at Berea.

Almost two decades had passed since my last visit. In 1965, on my way to a voter registration drive in Mississippi, I stopped at Berea to attend a workshop. I came knowing only that the campus was in the South, and that we'd be staying in student dorms. I was more than a little nervous.

But what I found was a safe harbor—a peaceful, beautiful campus on a ridge in the Cumberland Mountains, overlooking Kentucky's bluegrass country—where young people, black and white, had gathered to learn about nonviolent protest. We heard from philosophers and political activists, as well as linguists and physicists. The experience was unforgettable.

Berea has always been—and remains—a special place. Founded by abolitionist clergymen in the late 1850s, the school has had a longstanding commitment to interracial education in a Christian context. It was shut down during the Civil War, but its first catalog (1866-67) announced that the "Berea Library Institute" had an enrollment of 187 students, of which 96 were black and 91 were white.

In 1904, a Kentucky state law called the Day Law banned interracial education. When the U.S. Supreme Court upheld that law, Berea's trustees raised \$400,000 to endow a new school for black students—Lincoln Institute, located near Louisville. When the Day Law was amended in 1950, Berea College immediately enrolled black students once again.

Located in the heart of Appalachia, Berea remains committed to educating those who have to overcome poverty to realize their dreams. In fact, as its catalog states, Berea is probably the only college in the nation that turns away otherwise qualified students because they don't have financial need. There is no tuition charge, and each of Berea's 1,500 students works part-time in a college job to help defray living expenses.

When I'd wrung the rain from my clothes and taken my place on the podium, I talked about my first visit to Berea. I said that I knew Berea's library was named for two of the college's distinguished past presidents—William J. Hutchins and his son Francis S. Hutchins. "But to me," I said, "it also summons the spirit of another great educator and a personal hero of mine—Robert Maynard Hutchins." In fact, I took the name for this column from Hutchins's book, *The Learning Society*.

After the ceremony, Berea's current president, John B. Stephenson, wondered whether I'd realized that Robert Maynard Hutchins was the son of William and the brother of Francis. "The way we see it," he chuckled, "Will Hutchins saved his most gifted son—Francis—for Berea, and sent young Bob off to Chicago to see what he could do for the university there."

I hadn't made the connection—and I spent much of that day hearing more about the Hutchins family, including the stories of Francis's widow, Dr. Louise Hutchins, who is now in her eighties and led a remarkable life as a physician and a missionary.

When I got back home, I began reading *Unreasonable Truths*. Harry Ashmore's 1989 biography of Robert Maynard Hutchins. The more I thought about it, the more I realized that the educator I'd long admired and the college I'd long admired had much in common.

Hutchins is often remembered for yanking the University of Chicago, kicking and screaming, out of Big Ten football competition. And of course he is associated with a college curriculum that emphasizes the "Great Books." But, as Thomas Brindley pointed out in *Educational Studies*, Hutchins's greatest contribution was his insistence on injecting the theme of ethics into educational discourse. In shaping his vision of American education, he asked: How should people behave in a good society? What kind of education leads to an ethical life?

He argued, with pre-postmodernist clarity and conviction, that higher education ought to be a quest for universal truths, and that teachers must help students learn how to think, inquire, and express themselves as they undertake this lifelong search.

Finally, Hutchins was a champion of civil rights. He fought for freedom of speech and political thought, and challenged Congressional witch-hunts during the McCarthy era.

For me, being back at Berea was a chance to reconnect myself to these values. It was, in this sense, a real back-to-basics education.



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## Information Technology

### Frustrations Seen for Eventual Users of U.S. Network

Continued From Page A21  
"Grand Challenges" were deemed by Congress to be critical to the nation.

Beyond the financial issues are organizational ones. Responsibility for implementing the NREN is divided among the nine federal agencies, led by the National Science Foundation. Financial support for major portions of the program comes from industry and higher education.

#### Agencies Look to Constituents

Many of the agencies involved in developing the NREN are more interested in solving questions that are important to their own constituencies than in building a network, says Kenneth M. King, president of EDUCOM, a consortium of more than 600 colleges and 100 corporations with interests in computer technology. The agencies are putting resources into items that may largely benefit only people associated with those agencies, he says.

For example, the Department of Energy might install a high-speed connection for two of its researchers in different areas of the United States. Under certain conditions, that connection might not be accessible to those outside the agency.

"In some sense the game of building the NREN is to try and co-opt the agencies into both fulfilling their requirements and making the maximum possible investment in the common infrastructure," Mr. King says.

Getting nine federal agencies actively involved in developing the NREN assured political and financial support for the network, but it has created another problem. Critics say it is difficult to influence the development process because there is little coordination among the agencies.

Mr. King is also chairman of the Federal Network Council Advisory Committee, which theoretically has a role in the network's development. He agrees with the critics. "When you ask where is the locus of strong federal leadership in the current management scheme, it is nowhere to be seen," Mr. King says.

"From the perspective of the agencies, there is no management problem," he says. "From the perspective of the higher-education and the business communities, which are investing \$30 in this development for every dollar the federal government is putting in, there is a problem in that we have little influence over management."

#### New Management Planned

The Bush Administration is aware of those problems and will soon set up a new management entity, says Bruce W. McConnell, acting chief of the information-policy branch at the White House Office of Management and Budget. "We're going to make it more coordinated than it is now, and there will be some sort of central point of contact at least to be able to talk about where the program is going rather than having to talk to each

## Information Technology

agency," says Mr. McConnell, who made his comments after he gave a speech on networking last month.

Another critical issue that has caused much debate is the operation of the NREN after federal support ends. Eventually, network operations will be taken over by a private company or companies. Some fear that less wealthy institutions could be priced out of the network when that happens.

"There will come a time when the government will seek to transfer ownership, operation, funding, or pieces of those, to the private sector," says Mr. McConnell. "The key issue is not will we privatize, but when, and how do we get there."

#### Operations Called Amateurish

Judith H. Franklin, director of information technology at the University of Minnesota's Carlson School of Management, says, "Some of us keep hoping that the government will support this thing forever, and we won't really have to deal with a corporate environment."

But William H. Graves, associate provost for information technology at the University of North Carolina at Chapel Hill, says that most people are resigned to the idea that the government will eventually stop running the network. Others say they look forward to that time, arguing that many current network operations, particularly those performed by colleges and universities, are amateurish and unreliable.

A network run for profit would create problems for some institutions, many of which have been insulated from the full costs of computer networking. The government essentially subsidizes access to the Internet, a network of networks that already exists, and a similar



Laura Breeden of FARNET: "The program is not cast in stone. This thing is still open to debate and political inputs."

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A network run for profit would create problems for some institutions, many of which have been insulated from the full costs of computer networking. The government essentially subsidizes access to the Internet, a network of networks that already exists, and a similar

arrangement is likely for some time with the NREN. Smaller institutions will not be able to afford access to the NREN without some sort of continued federal support, which would be difficult to guarantee at this point. "The issue," says Mr. Graves, "is who pays and what the price is."

Others say they are worried about commercialization, an issue

that has already caused concern on the existing Internet, which can be thought of as a slower version of the NREN. Many do not want their electronic mailboxes cluttered with material that is not directly related to their research. Mr. Binko says he is getting increasingly frustrated by companies that have paid for access to the Internet and have sent messages inviting him to examine their software.

"It makes my blood boil," he says. "You know, 'What are you Philistines doing here in our sacred temple of research?' " Mr. Binko says the network's usefulness to scholars would be significantly reduced if they had to spend hours wading through "junk mail."

"At the same time," he says, "I recognize that this stuff is expensive, and we can reduce costs by allocating them to the commercial environment. That's reality."

#### Other Obstacles Seen

Allowing increased commercial use of the network will also encourage the development of more applications, such as computerized directories, data bases, and services. Congress currently is examining the issue of allowing easier access by companies to the network.

Other, less divisive issues that pose obstacles to the smooth development of the NREN remain, including needs for:

■ Software that will make the NREN easier to use than its cousin, the Internet. New software will

also let some transmissions have priority over others, and track use of the network so that fees can be assessed based on usage.

■ Revolution of copyright concerns, which have limited development of network applications.

■ Better security measures, to encourage the use of the NREN by those using sensitive information.

■ The development of directories—like telephone books—that will tell users how to find people and services that can be reached through the network.

Despite the array of problems, supporters say the technical and policy questions can probably be worked out. Some version of the NREN will be developed, they say. The question is, whose vision will be implemented? Will the NREN be a high-speed network used solely by high-powered researchers and corporations, or will it embrace those largely shut out of national networks today?

"The time is right for a real debate," says Ms. Breeden. "The program is not cast in stone. This thing is still open to debate and political inputs."

She adds: "There will come a time when the funding will come to connect public libraries and school districts and community colleges. I don't think there are going to be big winners and big losers."

Mr. McConnell agrees: "The NREN can be all things to all people. We just have to figure out how to pay for it."

## Gigabits Aside, People Can't Seem to Agree on Best Use of Planned High-Speed Network

Ask a dozen people for a definition of the National Research and Education Network and you will get a dozen different answers.

Everyone involved agrees on a broad goal for the NREN: By 1996, the network should be able to carry data at speeds as high as a gigabit, or one billion bits a second, the equivalent of transmitting the contents of an entire encyclopedia as fast as one could turn a single page.

Beyond that, visions of the NREN differ dramatically. Some think it should offer access to a broad variety of people. Others believe it should have a more narrow base of users—primarily those who require extremely high speeds for data transmission.

The ideas for possible uses of the NREN are virtually limitless. Scientists hope to use the NREN to control instruments on the other side of the world. Scholars see it as a means of improving communications. Librarians want to use it as a means of delivering whole books via computer at the touch of a button. Schoolteachers say it will revolutionize the curriculum for elementary schools by giving them access to resources around the world. Businesses see a chance to improve productivity and reap profits in sales of services offered through the network.

#### Faster Version of Internet

Technically, the NREN can be thought of as a faster version of the Internet, an existing network of networks. The network's top speed currently is 45 megabits, or 45 million bits per second. At that speed, 50 single-spaced pages could be transmitted in a second; in that

same amount of time, a gigabit network running at top speed could transmit more than 30,000 pages.

The NREN is not really an object. It is more like an administrative arrangement within the Internet, explains Kenneth M. King, president of EDUCOM, a consortium of more than 600 colleges and 100 corporations with interests in computing.

He says one should think of the Internet as a large circle. Some of the networks that make up the Internet are entirely within that circle, such as the National Science Foundation's network, NSFnet. Others, such as commercial networks, are only partly inside, with some or most of their functions remaining outside the Internet.

The NSFnet is a key component—called a "backbone"—of the Internet, and the NSFnet also is a separate network by itself. The NREN already exists on a low level—that is, some parts of the paths it will follow can already operate at significantly higher speeds than the rest of the Internet. When completed, the NREN will run along certain networks, primarily the NSFnet, which will continue to exist after the NREN is brought up to gigabit speeds.

The high speeds that the NREN promises will be available on the equivalent of the long-distance part of the network, basically NSFnet, the most difficult and most expensive part to engineer. Users will usually reach this part of the NREN by tapping into other networks that run over shorter distances. If those networks can also carry data at gigabit speeds, then users will have access to the gigabit speeds offered by the NREN. If the smaller net-

works offer slower speeds, however, then the users will only be able to transmit data at the speeds offered by the smaller network.

If a user taps into the NREN on a line with a top speed of 45 megabits—the current top speed of the Internet—the user will not see any increase in speed. But the NREN will be able to carry much more data in the aggregate than the Internet, relieving or at least reducing the problems of congestion on the current networks.

Meeting "Grand Challenges"

legislation approved by Congress and signed by President Bush last year, is aimed at providing researchers and educators with needed computing and information resources.

The program is also supposed to serve as a kind of demonstration

project and experimental platform to show how a dramatically improved national information infrastructure—advanced computers, high-capacity networks, and vast electronic data bases—can be useful for all Americans.

—DAVID L. WILSON

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## Government & Politics

### 'Pork-Barrel' Funds for Colleges Exceed Last Year's by 39%

Continued From Page A1

to fight hard for projects in their states and communities.

Congress distributed the earmarks to about 200 universities and colleges, or about 66 per cent more than received them in fiscal 1991. The earmarks include a \$29-million award to Boston University for defense-related research, \$2-million to the Minnesota State Board of Technical Colleges for a training program for air-traffic controllers, and \$500,000 to North Dakota State University for research on weed control.

But that does not mean the money was evenly distributed. Some states continue to fare much better than others. West Virginia received more than \$65-million, or nearly 10 per cent of the total amount earmarked, in awards to West Virginia University and Wheeling Jesuit College. Sen. Robert C. Byrd, a Democrat from West Virginia, is chairman of the Senate Committee on Appropriations and has said he considers it part of his job to direct as much federal money as possible to his state.

Delaware, in contrast, did not receive any earmarks for its colleges and universities—the only state with that distinction.

#### Dollars Through Regular Channels

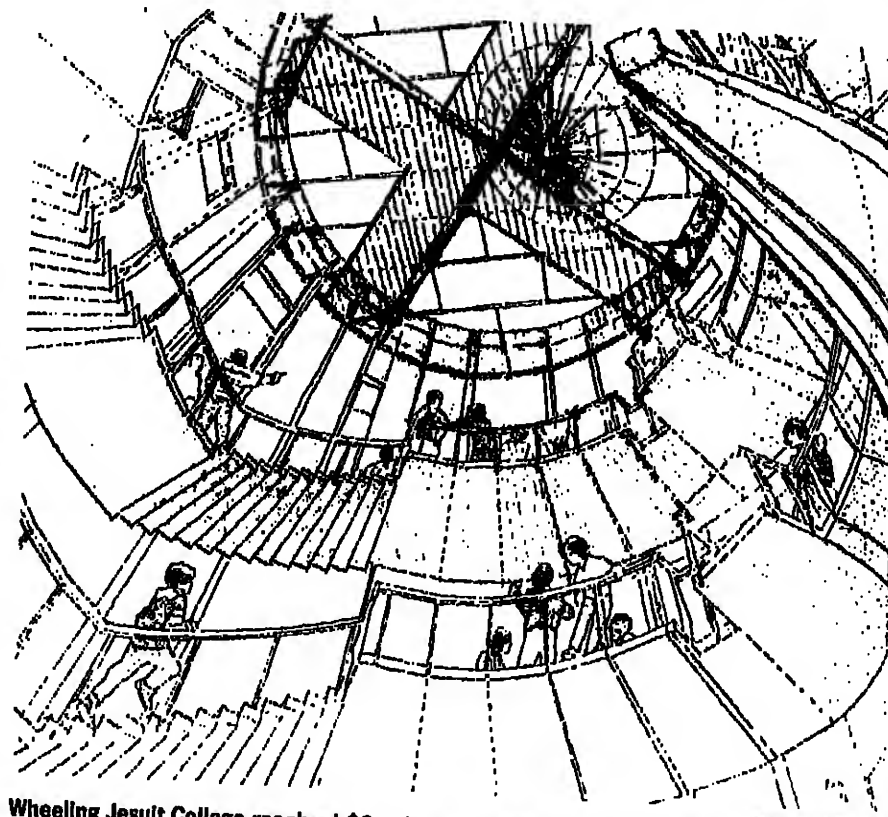
It is not possible to determine the exact amount of money in academic earmarks going to each state because some earmarks—unlike those going to West Virginia's colleges—are shared by institutions in more than one state, and Congress does not always designate the share of the earmark going to each institution. But based on the assumption that earmarks are shared equally by the institutions involved, the following picture emerges:

■ The top five states, which accounted for 35 per cent of the total, were West Virginia, Massachusetts, Pennsylvania, Louisiana, and Michigan, in that order.

■ Those five, plus California, the District of Columbia, New York, Maryland, and Texas accounted for 52 per cent of the total.



A training program for helicopter pilots at the U. of North Dakota will be continued with about \$280,000 in support from the U.S. Army.



Wheeling Jesuit College received \$6-million from NASA for the "classroom of the future." The building's tower (above) will have a satellite dish on its roof.

■ Seven of the top ten states receiving earmarks are also among the top ten recipients of all federal spending on research and development at universities, according to the latest data of the National Science Foundation. They are California, New York, Massachusetts, Pennsylvania, Texas, Maryland, and Michigan, in that order.

The overlap between institutions receiving the largest amounts of federal research funds and those receiving the largest amounts of earmarks is significant because advocates of earmarks argue that Congress uses the projects to redistribute federal dollars to states that are treated unfairly by the peer-review process.

Most of the projects to which Congress directed money involve construction of new facilities or actual research projects, but others are efforts to provide training or to transfer new knowledge to industry.

The trend toward universities' seeking earmarks for consortia involving other institutions and businesses also continues. The members of such collaborations sometimes include universities chosen, at least in part, to take advantage of the power that their local delegations wield on Congress-

sional appropriations committees, some federal officials say.

Another apparent trend is the increasing participation of small institutions in earmarking.

Rep. Joseph M. McDade, a Pennsylvania Republican, inserted \$10-million into the Defense Department's spending bill for Marywood College, a small liberal-arts institution in his district. The \$10-million is equal to about a third of Marywood's total annual operating budget. The money will be used to construct a building to house the Institute for Family Support Services, which studies stress in the families of military personnel.

#### Big Boost to an Annual Budget

Wheeling Jesuit College, which won \$23-million in earmarks for projects related to technology transfer and education, has an enrollment of about 1,400 and often master's programs only in applied technology and business administration. The annual operating budget of Wheeling is about \$14.5-million.

Other small institutions are banding together to win earmarks, often for projects that take advantage of Congressional interest in turning research findings into new products or new ways of making products more quickly.

The Massachusetts Biotechnology Research Institute, for example, consists of five Massachusetts institutions—Worcester State College, Worcester Polytechnic Institute, the College of the Holy Cross, and Clark and Tufts Universities—as well as two research institutions, and is located in Worcester.

The institute tries to turn the results of biotechnology research to commercial applications at existing corporations in the region, and to help new companies start up. Rep. Joseph Early, a Massachusetts Democrat, has taken a strong interest in the institute and that interest—combined with Mr. Early's seat on the House Appropriations Committee—helped it win more than \$2-million in Congressional earmarks. University officials seeking earmarks

Continued on Page A31

### Studies Assert the Supercollider Is Plagued by Management and Engineering Problems

By KIM A. McDONALD

WASHINGTON Two Congressional investigations have uncovered evidence that the Superconducting Supercollider, which the Department of Energy says is being built on schedule and under budget, is plagued by engineering and management problems that could significantly increase the project's \$8.25-billion cost.

In separate studies, the General Accounting Office and the Subcommittee on Investigations and Oversight of the House Committee on Science, Space, and Technology, found that recent changes in the design and construction of the supercollider could add hundreds of millions of dollars to the project's price tag. The 54-mile long, oval-shaped subatomic-particle accelerator is being built 30 miles south of Dallas.

The two groups also said that the department and the Universities Research Association, a consortium of 79 universities that is managing the supercollider for the agency, had failed to develop an accounting system that would allow Congress to track the expenditure of the project's funds.

Managers of the supercollider denied the allegations, charging that the facts were being distorted to kill the project.

#### 'Waste, Overruns, and Abuse'

The results of the investigations were revealed last week by Rep. Howard Wolpe, a Democrat of Michigan who chairs the subcommittee. Mr. Wolpe charged that the project's poor management and lack of accounting controls "have resulted in significant waste, overruns, and abuse."

"Internal controls by the management and operating contractor are virtually nonexistent," he said. "To date, the contractor has had only one auditor for this \$8.2-billion project. This has resulted in some incredible abuses. Money has been spent

on contracts before approval. Hundreds of thousands of dollars worth of contractor and subcontractor expenses have been approved for college scholarships, Christmas parties, Capitol Hill parties, lunches, and lobbying materials."

He and other lawmakers also accused Energy Department officials of hiding information about management problems and potential cost overruns.

"Documents have been withheld, information shared sparingly, and there have even been attempts to pull strings to stop our oversight activities," said Rep. Sherwood L. Boehlert, Republican of New York. "Never have so many done so much to avoid the scrutiny of so few."

Energy Department officials denied that any overruns had occurred, noting that increases over the projected budget estimates in some parts of the project were being absorbed by savings in other parts.

"The fact is there never was a cost overrun, there isn't now a cost overrun, and we don't expect there to be a cost overrun," said Joseph R. Cipriano, the supercollider's project manager.

Mr. Cipriano also denied that any effort had been made to hide information about management problems and potential cost overruns, despite letters produced by Congressional investigators in which agency officials expressed concerns to one another about those two areas.

In a letter written on January 24 to Roy F. Schwitters, director of the SSC Laboratory in Dallas, W. Henson Moore, then-Deputy Secretary of Energy, charged that "overrun problems are continuing and may even be getting worse. I am extremely upset at this news and URA's response. As far as I am concerned, drastic measures may have to be taken to address this problem, because it must not continue and the actions taken thus far appear to me to be woefully inadequate." A similar letter to



Rep. Sherwood L. Boehlert: "Documents have been withheld, information shared sparingly, and there have been attempts to stop our oversight activities."

Mr. Schwitters was sent last December by Mr. Cipriano.

Agency officials said the concerns raised in those letters had since been corrected and that they, in fact, were evidence that the project was being well managed.

#### Analysis by Subcontractor

"My obligations to Congress are to share that information with Congress when it becomes a fact," Mr. Cipriano said.

But Congressional investigators maintained that what they found showed that the potential for significant cost overruns was real. Victor S. Rezendes, director of

the energy issues, resources, community, and economic-development division of the GAO, the investigative arm of Congress, said an analysis prepared by the subcontractor building the supercollider estimated that the cost of one aspect of the construction would exceed the \$1.5-billion estimate "by \$73-million to \$383-million."

He added that a decision by the department last year to move the supercollider's particle-detector halls to a more geologically stable location could increase the cost of constructing the halls by \$400-million.

Continued on Page A29

### Broad Effort Aims to Replicate Florida Program Hailed for Helping Black Ph.D. Students

By JOYE MERCER

A Florida program hailed by many educators as one of the most successful efforts to educate black Ph.D. candidates may soon go national.

The Southern Regional Education Board is taking the lead to replicate an eight-year-old Florida program in other parts of the country.

The program, the Florida Endowment Fund for Higher Education, provides three years of financial support for black graduate students. To date it has awarded 200 fellowships for study at 11 public and private institutions in the state. Nearly 30 fellows have received their Ph.D.'s so far. The program boasts a retention rate of 83 per cent among its graduates and the 132 fellows still in the program. Of the participants, 59 per cent are in the sciences or science-related fields.

The program, which has a budget of about \$2.3-million, is supported by the state and private sources.

Details of the national effort are still being worked out. The SREB is working with two other regional education groups, the

New England Board of Higher Education and the Western Interstate Commission for Higher Education, to set up regional programs.

States would support the programs and at least 30 students would win fellowships annually in each region.

#### Prompted by Dismal Statistics

Mark D. Musick, president of the SREB, said he was concerned that the number of Ph.D.'s awarded to black students had been "at best, level, and in some cases, dropping in the past 10 to 15 years." The dismal statistics prompted him to study how the Florida program could be copied nationally and directed at other underrepresented minority students.

"I know there are other programs, but when you add all of the numbers up, you still have to say that whatever we're doing is not enough," Mr. Musick said. "We decided that the Florida program offered us a way of doing something reasonably quickly."

The Florida program awards 25 students up to \$5,000 toward tuition and an \$11,000

stipend annually for three years of doctoral study at one of the institutions that participate in the program. A participant's institution finances the fourth and fifth years of study.

Seed money for the regional efforts is being sought from a foundation that Mr. Musick declined to name. He said that sustaining the programs would take consistent state support. Several states have expressed interest in the program and encouraged him to move quickly, he said.

Although a formal announcement of the program is a few weeks off, Mr. Musick has been working with Israel Tribble, Jr., president of the Florida Endowment, and the presidents of regional boards, on how the replication could be accomplished.

Last year, the Florida program, which was established by the Minnesota-based McKnight Foundation, graduated 14 black Ph.D.'s, including 2 of only 13 black students in the entire country who received doctorates in electrical engineering.

"And this is from one corner of the United States," Mr. Tribble said. "When you consider how that impacts national aggre-

gate production, you understand that the rest of the nation is not doing very much to help this acknowledged shortage."

If similar results are to be achieved elsewhere, he said, all of the program's elements must be retained—particularly the annual meeting that brings fellows together for a "temperature check" and interaction with scholars.

The fellows rely on each other and on the central office for support, Mr. Tribble said. "If in fact the student is doing well, but the institution isn't responding, we can find the student another institution and the money can go with them," he said.

#### Comprehensive Design

Edward W. Crowe, assistant director for planning and research with the Arkansas Department of Higher Education, said his department would request funds for the program in the next legislative session, although he could not say how much it would seek.

Mr. Crowe said the success of the Florida effort stemmed from its comprehensive

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## STATE NOTES

- **Maine free-tuition plan for the unemployed faces November vote**
- **Massachusetts commission asks clearer roles for local colleges**
- **Kansas Governor wants universities to share in federal windfall**
- **Pennsylvania enacts programs to help families save for college**

A \$9.9-million bond issue overwhelmingly approved by Maine legislators would pay the tuition of 3,000 unemployed people at any of the state's six technical colleges. The plan is subject to the approval of voters in the November election.

According to State Rep. Nathaniel J. Crowley, Sr., co-chairman of the House of Representatives Education Committee, about 55,000 Mainers are out of work. Of that number, approximately 23,500 have run out of unemployment benefits.

Those who take advantage of the free-tuition offer will be trained for jobs in areas of high growth and demand, such as nursing.

Said Mr. Crowley: "They will get training for high-skills, hopefully high-wage jobs, and that will help keep some of the companies in the state who require those workers."

John Fitzsimmons, president of the Technical College System, says a state study has projected that Maine would recoup the money for the bond issue within four years through increased sales- and income-tax revenue.

Mr. Fitzsimmons added that Maine voters had never rejected a bond issue to benefit technical colleges. "Basically, the public loves the technical colleges. I'd be surprised if there was anything less than 60-per-cent support for this," he said. —JOYE MERCER

Massachusetts should require its public regional and community colleges to have much more focused missions, a report says.

A report by the Commission on the Future of the State College and University Systems outlines a series of recommendations that could lead to the elimination of many academic programs. The commission was appointed by Gov. William F. Weld, a Republican, to advise state leaders on how to manage the colleges in light of a dramatic decline in state funds.

The report recommends that the seven non-specialized regional colleges reduce their program offerings so that each college could provide students with a "limited core program" and a specialization, such as business or allied-health professions.

For community colleges, the commission recommends that colleges near each other develop joint programs to reduce costs. The panel also suggests that three community colleges in the Boston area—Bunker Hill, Massachusetts Bay, and Roxbury Community Colleges—form a single district.

The recommendations now go to Governor Weld and the Higher Education Coordinating Council. While most state leaders agree that Massachusetts needs to reduce the number of academic programs at public colleges, the report is expected to be controversial because most colleges—and the legislators who represent

districts with the colleges—do not want their local programs cut. —SCOTT JASCHIK

Kansas Gov. Joan Finney has proposed giving universities about \$55-million of a \$185-million windfall that the state received when the federal government recalculated its payments to the state for indigent-patient care.

The money will be used for capital-improvement projects at the University of Kansas and Fort Hays, Kansas, and Pittsburg State Universities.

The construction money would be particularly welcomed by officials at the University of Kansas. In June a lightning strike started a fire in a university auditorium that destroyed all but its outer shell. The lecture hall provided more than 7 per cent of the university's classroom space.

The state Legislature will have to approve the Governor's plan and lawmakers have expressed support for the proposal. Said Governor Finney: "I really feel the Legislature will see the merit in the proposal I made. These capital improvements are really needed." —MARY CRYSTAL CAGE

Pennsylvania has enacted two new ways to help families

save for college: a savings-bond program and a program that allows parents or benefactors to buy college credits at today's prices and redeem them for tuition later.

Under the college-credit plan, called the Tuition Account Program, families can buy credits equivalent to the cost of tuition at a state college, state-related college, or community college.

The state will invest the money and, when students redeem the credits and enroll, pay the institutions an amount equal to their then-current tuition rates.

The state also would allow the credits to be used out of state. To encourage purchases, the new law also says that the value of the credits will not be counted in calculations of family income when determining a student's eligibility for state financial aid.

Families that elect to use the college savings bonds will enjoy a similar feature. The law says the first \$25,000 worth of bonds a family owns can be excluded from financial-aid calculations. Backers of the prepaid-tuition program said that by pricing the college credits at current prices, their plan avoids some of the financial risks that plans in other states have encountered.

Political considerations played a role in the decision to create two programs, legislative aides

said. The state's House of Representatives preferred the bonds, and the Senate was pushing for the tuition accounts. Enacting both was a compromise and a way to get the support of Gov. Robert P. Casey, a Democrat, who has resisted prepaid-tuition proposals in the past because of concerns about their costs.

The Republican-controlled Senate adopted the plan sought by the Speaker of the House because "the Speaker is of the Governor's persuasion and we wanted to get it signed," said Phil Giles, chief counsel to the Senate President.

—GODIE BLUMENSTEIN

### Briefly noted

■ New York's highest court has unanimously affirmed a ruling that said the committee that regulates how animals are used in research at the State University of New York at Stony Brook need not comply with the state's open-records laws. The New York Court of Appeals ruled that the powers and functions of the university's "animal-care review committee" derived solely from federal law and that the committee was not subject to the state statute.

■ South Carolina's Legislative Audit Council voted last week not to authorize a state audit of South Carolina State University. A legislator had requested an audit because of concerns over 1990 payment of more than \$28,000 in severance pay to a former university vice-president who was accused of conflict of interest because he owned a catering company that did business with the university.



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# Section 2

April 15, 1992



By Theda Skocpol

THE NOVEMBER 1991 ELECTION WAS marked by a surprising turn of events in Pennsylvania. An unknown candidate, one burdened with what pundits would consider unpromising credentials and an impractical political strategy, won a resounding victory in the race for the U.S. Senate. Harris Wofford is a liberal intellectual and former college president. He started the race 44 points down in the polls, outshone by Dick Thornburgh, the former Attorney General and a popular former Pennsylvania Governor.

Mr. Wofford defied the prevailing wisdom of policy experts and constructed his campaign around advocacy for national health insurance. In recent decades, most experts studying health policy have taken it for granted that the American middle class would not tolerate higher taxes or governmental orchestration of health care. They have assumed that problems in our health-care system would have to be handled by modifications in the private insurance system, along with a few extra public programs to aid some of the "working poor." But then came Mr. Wofford, who advocated national health insurance as a comprehensive solution to dilemmas faced by the middle class as well as by the poor.

Why did the political possibilities of the health-care issue come as such a surprise? Why was the experts' prevailing wisdom so out of step with public concern? In the United States, as in other industrial democracies, the modern welfare state and social-scientific expertise relevant to government policy have grown up together. But policy experts seem to have given wiser political advice during the New Deal in the 1930's—when the marriage of social science and the welfare state was first consummated—than has been given during recent decades by poverty experts, macro-economists, occupational-safety advisers, health-policy specialists, and the like. Why?

SURELY the most politically successful social policy ever devised by the federal government using expert advice was the old-age insurance program started in 1935 that came to be called "Social Security."

Technically speaking—particularly ac-

cording to the economic standards that contemporary analysts would apply—a lot of things were wrong with Social Security. Launched in the midst of a deep depression when the national economy needed a fiscal stimulus, the old-age insurance program actually started collecting payroll taxes years before it delivered any pensions to elderly people.

Moreover, the program was "inefficient" about helping those most in need. It

The sponsors of Social Security consciously aimed to give broad ranks of working and middle-class Americans a financial and ideological stake in the program, building bipartisan support during successive Presidential administrations. Congressional committees were told that citizens' tax contributions insured the permanent "fiscal soundness" of the burgeoning social-insurance program.

Through a clever and widely disseminated public metaphor, Americans were told that their "contributions" insured that each wage earner would be entitled in old age to collect benefits that he or she had "individually earned." Actually, benefits are paid out of a common fund, and less-privileged wage earners receive pensions higher in proportion to their lifetime contributions than do more affluent workers.

Politically, all of this paid off brilliantly. Over time, new categories of beneficiaries and taxpayers were brought into the program, until by the 1970's it encompassed over 90 per cent of the U.S. labor force. New types of benefits also were added to the system, including survivors' insurance, disability insurance, and Medicare.

Ultimately, by following a strategy that the political scientist Hugh Heclo has called "helping the poor by not talking about them," Social Security administrators turned their program into the nation's most effective anti-poverty effort: More otherwise impoverished citizens today are boosted above the poverty line by Social Security than by all other federal programs combined.

BY THE 1980's, Social Security was by far the hardest U.S. domestic program. When the budget-cutters of the Reagan Administration set out to reduce social spending, they quickly discovered that Social Security, despite its expense, was politically untouchable.

Contrast the long-term success of Social Security to the political fate of many of the federal anti-poverty programs launched during the War on Poverty and the Great Society in the 1960's. This time, both the problems and the solutions were defined more narrowly. Drawing inspiration from specialized social-science literature about juvenile delinquency, poverty, child devel-

Continued on Following Page

## Politicians Criticize \$2.4-Million Retirement Package for U. of California's Outgoing President

By JACK MCKURDY

OAKLAND, CAL. State politicians sharply attacked the University of California last week after it was revealed that its outgoing president, David P. Gardner, would receive a retirement package that could reach some \$2.4-million.

The controversy detracted attention from the naming of Mr. Gardner's successor, Jack W. Peltason, chancellor of the university's Irvine campus and a former president of the American Council on Education. The flap could endanger university lobbying efforts because it came in the same week that Mr. Gardner released a letter he had sent to state officials in which he said the university had no money to spare.

### 'No Room for Further Cutting'

"There is no room for further cutting, squeezing, and trimming," Mr. Gardner's letter said. He also wrote that additional cuts would "mean closing the door on very large numbers of fully qualified students and/or dramatic increases in student fees and tuitions, and/or steady erosion in the quality and capability of our academic programs."

State legislators and some mem-

bers of the university's own Board of Regents said the points in the letter had been severely undercut by Mr. Gardner's retirement package.

The package includes \$738,000 in special supplemental and deferred-income plans and an additional \$50,000 a year in benefits on top of the \$80,000 a year he stands to receive under the university's pension system.

If Mr. Gardner, who is 58 years old, lives to his normal life expectancy of 76, he would receive a total of \$2,387,000.

In January, Mr. Gardner will become president of the William and Flora Hewlett Foundation.

The retirement package figures were revealed by Jeremiah F. Hallisey, a regent, in a letter of protest to Gov. Pete Wilson, a Republican, and a memorandum to the board. "When we are asking the students to pay more and faculty and staff to take less, it is nothing short of outrageous," Mr. Hallisey wrote to the Governor.

He said he would ask the board to rescind the retirement package at its meeting next month.

Tom Hayden, chairman of the Assembly's Higher Education Subcommittee, criticized the retirement package as "an unfair

giveaway when UC students are facing a 24-per-cent fee increase." State Sen. Quentin L. Kopp said: "While the Legislature struggles to avoid cutting the university's budget, UC officials act profligately."

**Appointment Brings Surprise**  
Mr. Hayden said he would try to block the package by amending the state budget. That may be impossible, however, as the pension bene-

**"When we are asking the students to pay more and faculty and staff to take less, it is nothing short of outrageous."**

fits are paid out of the system's endowment, not state funds.

University officials defended the amount of Mr. Gardner's pension, reflecting the size and growth of the university and the stature of the presidency. They also said the amount was justified by the need to recruit and retain able leaders. The

appointment of Mr. Peltason, who will succeed Mr. Gardner in the fall, was met with surprise and some criticism because of his age. He will be 69 in August.

One state education official, who asked not to be identified, said his age could make it more difficult for Mr. Peltason to work with state legislators, who may view him as an "interim" president.

Several unnamed members of the UC Board of Regents reportedly conceded that they already viewed him as an interim choice. Even though he may serve for a relatively short period, Mr. Peltason has the experience in California state politics that is needed to get the university through difficult fiscal times, they said.

### A Compromise Choice

A political scientist, Mr. Peltason was a compromise pick among three finalists, some regents said. The other two finalists were Richard C. Atkinson and Charles E. Young, chancellors of the system's San Diego and Los Angeles campuses, respectively.

Although both had more support among the regents initially, other objections to them could not be overcome. Mr. Peltason was then chosen as a compromise.



# The Narrow Vision of Today's Experts on Social Policy

Continued From Preceding Page

ment, and education, many programs were specifically aimed at solving the problems of impoverished adults and children. Little thought was given to using programs to inspire political coalitions and expand electoral support over the long term.

THE EXPERTS OF THE 1960's do not seem to have foreseen that many of the War on Poverty programs would backfire on the Democratic President and the liberal Democratic politicians who initially sponsored them. Yet that is what happened. From the late 1960's onward, conflicts over federal social programs increasingly divided the diverse class and racial groups that had to cooperate, or at least coexist, if the electoral coalitions of the Democratic Party were to hold together. The door was opened wide for right-wing politicians to fan popular antagonism against federal spending devoted to the poor and blacks.

Of course, electoral backlash against the War on Poverty and liberal Democrats cannot be blamed solely on social-policy experts and their ideas. In the aftermath of the postwar migration of millions of blacks to Southern and Northern cities, as well as the momentous civil-rights struggles of the 1950's and early 1960's, the Democratic Party was bound to face fundamental strains. The incomplete policies inherited from the New Deal certainly had to be reworked to include previously ignored Americans and to deal with new social problems. But the experts who planned the War on Poverty did not realize that they could—and should—use federal programs to encourage broad political alliances and to reinvigorate the citizenry's moral vision of the importance of providing for common social needs.

Nor is such thinking common among the experts who have grappled since the 1970's with issues of poverty, the "urban under-

class," health care, or "welfare reform." Whether located in Washington or in academe, most of today's social-policy experts find it more comfortable to think apolitically about technically efficient solutions to narrowly defined social problems. Without much self-consciousness, contemporary policy specialists regard the specific groups they want to help as objects of success. They do not think of those they want to aid, or of the American citizenry in general, as active political participants likely to help shape the fortunes of governmental programs over time.

If the sponsors of Social Security seem

"For the most part, contemporary experts . . . spend their time talking to—and for—one another."

to have thought about social-policy making somewhat differently from the way most experts do today, I don't think that is just a matter of chance or personalities. Many of the earlier policy experts had studied the political economy of institutions at the University of Wisconsin. They combined such study with work in sociology, economics, political science, and the history of U.S. labor movements and public policy. As a result, these experts' intellectual formation was much less specialized and technically oriented than the curricula that social-policy experts have studied in recent decades in social-science disciplines or schools of public policy.

What is more, in Madison, Wis., during the 1920's and 1930's, students and professors got involved in the gritty-gritty of drafting legislation and negotiating with business, labor, farm, and other politically

engaged groups. Before they ever went to Washington, in short, the Social Security experts had learned to think holistically, historically, and politically, as well as in terms of economic efficiency.

FOR THE MOST PART, contemporary experts are trained in specialized public-policy programs or other academic disciplines and subsequently spend their time talking to—and for—one another. Experts are members of hundreds of specialized "issue networks"—networks that connect and connect parts of universities, particular governmental agencies, and the multiplying number of advocacy groups that take an interest in various types of policies that are made (or remade) in Washington.

The professionals who participate in these networks have a mutual interest in exploring the technical ramifications of specialized policy areas—as Hugo Hecho says, "searching out complexity in what might seem simple." As he further explains in an essay in *The New American Political System*, the proliferation of issue networks may undercut democratic political processes that should work to simplify complex policy issues "into a few broadly intelligible choices."

TODAY'S POLICY EXPERTS conduct their discussions mostly apart from the electoral and political processes that actually determine what topics are put on the public agenda and which ones ultimately are enacted after legislative bargaining. After talking primarily among themselves, the experts wait for occasions when politicians and interest groups can be persuaded to accept their technically efficient solutions. Politics and policy are significantly "decoupled" from one another in contemporary national governance, according to the analysis by the political scientist John Kingdon in his book

Agendas, Alternatives, and Public Choices.

So last November, how did Harkin manage to elude the common-sense health-policy specialists? Like the combined broad academic experience and political acumen of Mr. Wofford, Harkin's Secretary of Labor and Industry had learned that both sides were preoccupied with rising health-care costs. During the 1991 campaign, moreover, Mr. Wofford's aides conducted give-and-take discussions with "focus groups" of Mr. Wofford and his co-workers, learning that a comprehensive governmental approach to health care and its financing had broad electoral appeal across class and racial lines.

Mr. Wofford's surprising victory moved health care toward the center of political debates for the early 1990's. The specialized "issue networks" of the hold of the renewed debate, I hope, will move to a universal program with main alive. I admit to feeling a certain pessimism about this, however. Until U.S. policy experts learn to take a more imaginative view of the potential coalitions that could be formed to support various proposals, it is hard to believe that we will politically create a social-policy making Washington.

Our colleges and universities should broaden the horizons of those they train experts in public policy. Students should be encouraged to undertake internships in communities, agencies, and politically active groups, learning through engagement with people directly affected by social problems and also those involved in policy making. At the same time, scholars' teaching and research can do more to highlight links across apparently disparate areas of policy and politics. The sort of understanding that academic programs could foster nicely exemplified in a new book by the political scientist Margaret Weir, *Politics and Jobs: The Boundaries of Employment Policy in the United States*, in which she explores connections among recent debates about economic growth, race, poverty, and welfare.

WELL-DESIGNED curricula for "policy studies" must, of course, demand mastery of particular problems and sets of technical solutions; yet they should also go beyond that to encompass history, politics, public ethics, and rhetoric. Experts need to understand the political and sociocultural processes that have led to—and followed—particular policy choices in the United States and other nations.

If they achieve such understanding, policy experts are bound to be both sobered and liberated: sobered because they will realize that "optimal" outcomes are never actually achieved and liberated because they can become more active participants in a revitalized democratic politics. Like those who framed Social Security, more broadly educated social-policy experts could again become full partners—along with political leaders and citizens—in continuing dialogues about how best to define, as well as to serve, the public interest.

Theda Skocpol, professor of sociology at Harvard University, is co-editor of *The Politics of Social Policy in the United States* (Princeton University Press, 1988) and author of the forthcoming *Protecting Soldiers and Mothers: The Political Origins of Social Policy in the United States* (Harvard University Press, 1992).

## LETTERS TO THE EDITOR

### Accreditation Standards in Teacher Education

TO THE EDITOR:

The Chronicle (March 25) tells of four Iowa university presidents' unilateral withdrawal from the National Council for Accreditation of Teacher Education ("Iowa colleges withdraw from accrediting process." In Brief). The four presidents (from Drake and Iowa State Universities and the Universities of Iowa and Northern Iowa) should be invited to reconsider their stance, because their collective action, regardless of doubts about their candor in stating the real reasons for withdrawing, raises disturbing questions about their understanding of accreditation processes.

Professional accreditation is not primarily a hurdle, successful leaping of which leads to a reward. Its worth and meaning cannot be judged by simple comparison to the effort expended. Such a stance fundamentally misunderstands pursuit of accreditation as a search for a prize rather than performance of a duty. Accreditation is a contribution institutions make, a service that they render, first, to the profession of which they are a part and then, second, to the welfare of society. The presidents' unilateral action is based on the mistaken belief that in matters of standards institutions or individuals can act alone.

None of the Iowa institutions has been through a review under the current standards and processes; even in the narrow sense they cannot know whether it is a waste of time because they have not done it. Within the teacher-education community beliefs exist that at least two of the institutions are vulnerable to NCATE's new and tougher standards; under such circumstances the collective decision to withdraw is tainted by vested interests.

To see accreditation only in terms of narrow institutional benefit, in effect, means that these presidents have arrogated to themselves a responsibility that belongs to a much larger professional whole. Their complaints—that NCATE is prescriptive, costly, and time consuming—reveal far more than they intended. All accreditation reviews are in some sense prescriptive. All quality-control efforts entail serious investment.

Any chance of credibility in the presidents' action can accrue only if they announce soon that they will also withdraw from legal, engineering, medical, architectural, and other professional-accreditation reviews. But of course they won't. In acting against the national accrediting body for teacher education they would deny the teaching profession the role of expertise, experience, and collegial commitment in service to standards that all other professions insist upon. It is not hard, therefore, to deduce the relatively low esteem they apparently ascribe to the professional educators in their several institutions.

While the self-assertion of their own institutional superiority denies the worth of the larger professional collectivity, more damaging still is the prospect of delivering their institutions directly into the hands of those who want such matters to be left to political authorities. As university presidents, they have to know that sets a dangerous precedent that they should be acting to forestall rather than abet.

It is not too late to reconsider. All that is needed is a shift of stance from

what's in it for the four presidents to what's in it for the profession of which their teacher-education units are presumably a part, and (2) the children and larger community whom they and their teacher-education graduates would serve.

HENDRIK D. GEDFONSE  
University Professor for Education and Policy Science  
University of Cincinnati Cincinnati

TO THE EDITOR:  
Iowa's teacher-education programs have dropped the National Council for Accreditation of Teacher Education. The university presidents cited expense, irrelevance, and low standards.

But the reason is a campus reaction against accrediting agencies. A money crunch is making it difficult for presidents and provosts to maintain quality in "non-priority" programs. Their response is to eliminate the accountability process for those programs.

This affects their alumni. My degree is cheapened when my program eliminates accreditation for my profession. My degree now has no more legitimacy than a mail-order degree.

The universities didn't consult education groups before dropping NCATE. They discredited an entire sector without a hearing. They did so before a meeting to discuss the situation with NCATE. While autonomy rests with those who are responsible for a decision, others must be consulted if academic and democratic values are to be maintained.

Unlike other state agencies, Iowa's Board of Regents isn't required to hold public hearings before it changes its rules. If the regents were required to hold hearings, they would make fewer arbitrary decisions. . . . They would not dream of eliminating accreditation for medicine or law. By eliminating accreditation for teaching, they are saying that teaching isn't a profession at all. This undermines teaching in schools and on campus.

Last fall, Iowa State University's education dean, Norene F. Daly, reported that NCATE costs her program \$250,000. In a press release, her president said it costs \$350,000 to \$500,000. NCATE says it costs \$750 to \$1,200 in fees and \$3,500 for visitation expenses. Academics have a special duty to the facts, even in a press release. A university president who wants to cook data belongs in Congress.

Each time that NCATE has raised standards, there's been a reaction from those to whom the standards apply. The reaction is greater this time, because the rubber is hitting the road. When the smoke clears, standards will be higher and teacher-education programs will be lower. The four Iowa universities were wise to get out of the race where quality counts, if they weren't playing to win.

ANGIE KING  
President  
Iowa State Education Association Des Moines

Additional problems of direct lending

TO THE EDITOR:  
I disagree with the contention in "The Time Has Come to Establish Income-Contingent Student Loans" (Opinion, March 18) that a direct income-contingent loan program would eliminate the problems of the current Guaranteed Student Loan program, and, in fact, I think it will create additional problems.

According to the article by Barry Bluestone and Jerome M. Rumpel, income-contingent loans will eliminate defaults because of the payroll-deduction repayment feature. This is simply not true. The majority of defaulters are not well-to-do college graduates who are capable of repaying their student loans but refuse to.

Rather, the typical defaulter is poor, unemployed, and without the means to repay his student loan, according to a study by the General Accounting Office. Payroll-deduction repayment doesn't address this major fact about student-loan defaults.

Even the current Guaranteed Student Loan program, which allows students to defer their loan payments while they are unemployed, can't completely eliminate this type of default. This is due to the fact that borrowers often don't know the options available to them, they don't understand the obligations that come with borrowing money, and they fail to talk to their lender or guarantee agency when they find themselves in a tight situation. Unfortunately, the direct-loan proposal also ignores these factors.

The article also claims that a direct-loan program would be self-financing. However, according to an analysis done by the accounting firm KPMG Peat Marwick, Education Secretary Lamar Alexander estimates that direct loans would increase the current federal debt by over \$10-billion a year and \$200- to \$300-billion over a 20-year period. In addition, serious cash-flow problems must likely exist under a program dependent on federal money. A budget impasse during negotiations or a federal limit on how much money is allocated each year would cause problems in fund distribution and availability. And, with direct loans dependent on federal money, Congress could abandon the entitlement nature of student loans, setting fixed annual-funding limits and causing available funds to be rationed among eligible students.

The current direct-loan program proposal also fails to address the question of liquidity. In a report on direct lending issued by Deloitte and Touche, Joseph S. Kriemer notes that by removing secondary markets, government capital will be tied up in low-interest student loans with average lives of 12 to 14 years. By not addressing the liquidity issue, especially given the current fiscal situation of the federal government, the direct-loan program has a serious flaw.

The article concludes by questioning how anyone can be opposed to a direct-loan program. But, the simple fact is the direct-loan proposal has not been analyzed thoroughly, and this leaves many people with doubts. . . . Although the current GSE program has problems, for the most part it is an effective program, and to junk it and start from scratch could be a tragic mistake.

PHOEBE HOLLENBECK  
Vice-President  
Northwest Education Loan Association Seattle

### Accounting methods and Harvard's deficit

TO THE EDITOR:

A headline in your February 26 issue reads: "Harvard U. Reports \$42-Million Deficit, Its First Since 1974." This is a correct summary of what Harvard's vice-president for finance told your reporter, but it is not a correct summary of what Harvard's audited financial statements actually report.

In its audited operating statement for the year ended June 30, 1991, Harvard reported as an expense item "provision for replacement of facilities," \$76.5-million. This amount was what accountants call "replacement-cost depreciation"; it was calculated on the basis of the estimated

cost of replacing the assets some time in the future. The accounting profession does not permit calculating depreciation on this basis; it requires historical-cost depreciation, that is, depreciation based on the actual cost of the assets.

Harvard adjusted the \$76.5-million to a historical-cost basis by adding back \$47.9-million, an item that was listed below the \$42-million "deficit." This changed the deficit to a \$6-million surplus. In the interview, the vice-president for finance explained why he thought replacement-cost depreciation was preferable. Because the accounting profession prohibits its use, however, the auditors would not have given a clean opinion unless this correction was made.

If Harvard had used replacement-cost depreciation in the years going back to 1974, it probably would have reported a deficit in most of those years. Similarly, if the other universities mentioned in the article had used replacement-cost depreciation, their deficits would have been larger than the amounts cited.

ROBERT N. ANTHONY  
Trustee of Colby College Waterville, Me.  
and Town Auditor Waterville Valley, N.H.

### Title IX, equity, and college sports

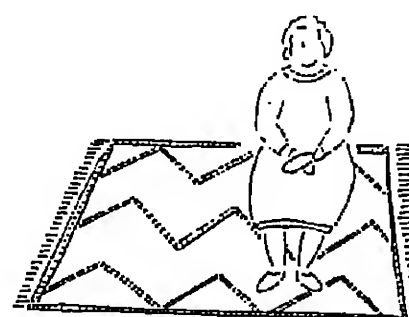
TO THE EDITOR:

Historically there has never been any equity between major and minor intercollegiate sports teams (male). In spite of this financial imbalance, minor sports have survived. Title IX has the potential to wipe out this legacy ("Supreme Court Rules That Victims of Intentional Sex Bias Can Sue Colleges for Punitive Damages Under Title IX," March 4) if women athletes allow their ambitions to cloud their perception of the economics of sports survival.

R. HANLON  
Associate Professor of Education Providence College Providence, R.I.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.



PROF O'KEEFE FINDS HERSELF CALLED ON THE CARPET

## The Moral Ambiguity of America's Western Past; the Self-Perpetuating Nature of Racial Politics

SOME . . . icons are nostalgic and sentimental, inventing a fictitious golden age when men and women better understood their roles in life, when good and evil seemed easier to recognize, when life itself seemed simpler. Except insofar as they capture old longings that Americans have cherished for a long while, they tell us more about modern anxieties and fantasies than they do about past reality. Other icons are more genuinely ambivalent, precisely because they express the paradoxes of the present in the very act of representing the past. The wilderness we try to lock away in a timeless place refuses to remain unchanging and soon comes to symbolize the very opposite of the thing it ostensibly preserves. Rather than a landscape of boundless freedom, it is a walled-off preserve in which the very act of experiencing the wild proves how tame it has become. The men who wear cowboy hats in downtown Houston or Denver now manage the institutions that drive ranchers and cowboys bankrupt. Oldest of all, there is the tragic frontier icon of "noble but doomed" Indian warriors making their "last

stand" as a "vanishing race." Like all the others, this one cuts both ways, especially since it encourages one to forget that Indian men and women continue to struggle for dignified lives in the modern world; they have neither vanished nor made their "last stand." But even the myth of a doomed race suggests the hard truth that the America we know today was built on the bones of those who never wanted it to exist. The moral ambiguity of that fact is not likely ever to vanish.

—William Cronon,  
professor of history; George Miles,  
curator of the Western Americana  
Collection; and Jay Gitlin, lecturer  
in history, all at Yale University.  
In *Under an Open Sky: Rethinking  
America's Western Past*,  
published by W. W. Norton

AS THE TWENTIETH CENTURY nears its end, the prevalence of racial politics on the streets and in the halls of Congress means that a national ideology—one based on imperatives formulated in the antebellum South—will continue to war against reality in an

America of many "underclasses." For African-Americans, to identify one's interests on the basis of skin color is to continue to shoulder the burdens of slavery in a postemancipation society. Certainly a black skin constitutes a permanent badge of "otherness" in American society. At the same time, as the poor population comes to be ever more foreign, native-born white, and even (formerly) middle class, a politics based on race proves ever more self-defeating for blacks and whites alike. In the early stand this fact are few and far between, so rooted in the national consciousness is the idea of black distinctiveness. That belief is bolstered by research and news stories focusing on a single Northern urban "underclass." Thus does a society conceived in slavery perpetuate itself, and postindustrial America remains colonial Virginia writ large.

—Jaqueline Jones, professor  
of American civilization at Brandeis  
University, in *The Dispossessed:  
America's Underclasses  
from the Civil War to the Present*,  
published by BasicBooks

كتاب الزمان



ARCHITECTURE



Frank Lloyd Wright's design for Florida Southern College's campus included Mayan-inspired columns for the covered walkways that connect buildings.

## Echoes of Jefferson in a Campus Designed by Frank Lloyd Wright

By Lawrence Biehl

**F**IRST, the blasphemy: Frank Lloyd Wright's quirky, extraordinary campus for Florida Southern College has a surprising amount in common with the magnificent core that Thomas Jefferson created more than a century earlier for the University of Virginia.

Now, a question: Who is being blasphemed, Wright or Jefferson?

In fact, the comparison will probably enrage Wright disciples almost as much as it offends Virginia alumni. But the two campuses' similarities help highlight some of the strengths and weaknesses of Wright's plan for Florida Southern.

The most striking similarity is that for Wright, as for Jefferson, no hallway or side door or garden wall was too insignificant to design, and design well. And both architects took great care to imagine not just how their buildings would look from the front but also how the people who moved through the structures would experience them. Again and again the visitor senses that an entrance, a turn, or a view has been manipulated with a clear purpose.

In many ways, of course, the buildings Jefferson and Wright designed could not be more different. Jefferson's tightly ordered campus is a virtual, and virtuous, history of Greek and Roman architecture. Wright's structures here, disposed in a seemingly relaxed fashion across what had previously been an orange grove, project what Wright described in a letter as "the regimentation characteristic of the classic."

A drawing of the plan shows the "water dome" (left), the circular library and the large chapel (center), and the unbridled, after complex (foreground) and amphitheater.

or Gothic architecture which have been a college habit in America."

Instead, Wright's buildings offer what he said was a Floridian interpretation of the now-familiar "organic" architecture—the style he pioneered in his Prairie houses and made famous at his Arizona home and studio, Taliesin West.

Wright was brought to Florida Southern by the man who was its president from 1925 to 1957, Ludd M. Spivey. The little-known Methodist college had moved to Lakeland in 1922, upon completing the first buildings of what was to have been a red-brick, Beaux-Arts campus. But chronic financial problems prevented the administration from carrying out more of the original plan. In 1938, with far more brains than cash, President Spivey asked to meet Wright to discuss plans for a "great education temple in Florida."

Wright, then almost 70, was just beginning what became the second major phase of his career—a phase that would turn out to be as influential as the first. He had recently completed the famous house known as Fallingwater; he was still working on the Johnson Wax Administration Building. He had spent the difficult years of the early 1930's working on an enormous project, never built, that he called Broadacre City; however uncertain its finances, the Florida Southern commission offered him a chance to create a city on a smaller scale.

Wright's plans for the college envisioned a series of boldly horizontal buildings connected by covered walkways, here called esplanades. The campus would be based in part on 30-, 60-, and 90-degree angles. These would influence not only the location of the buildings but also their design

and even their ornamentation. Ordway Hall, actually a series of buildings arranged around a small courtyard, offers the most obvious example of this triangular form, in which the hypotenuse serves as the base and the roof trusses slope at 30- and 60-degree angles.

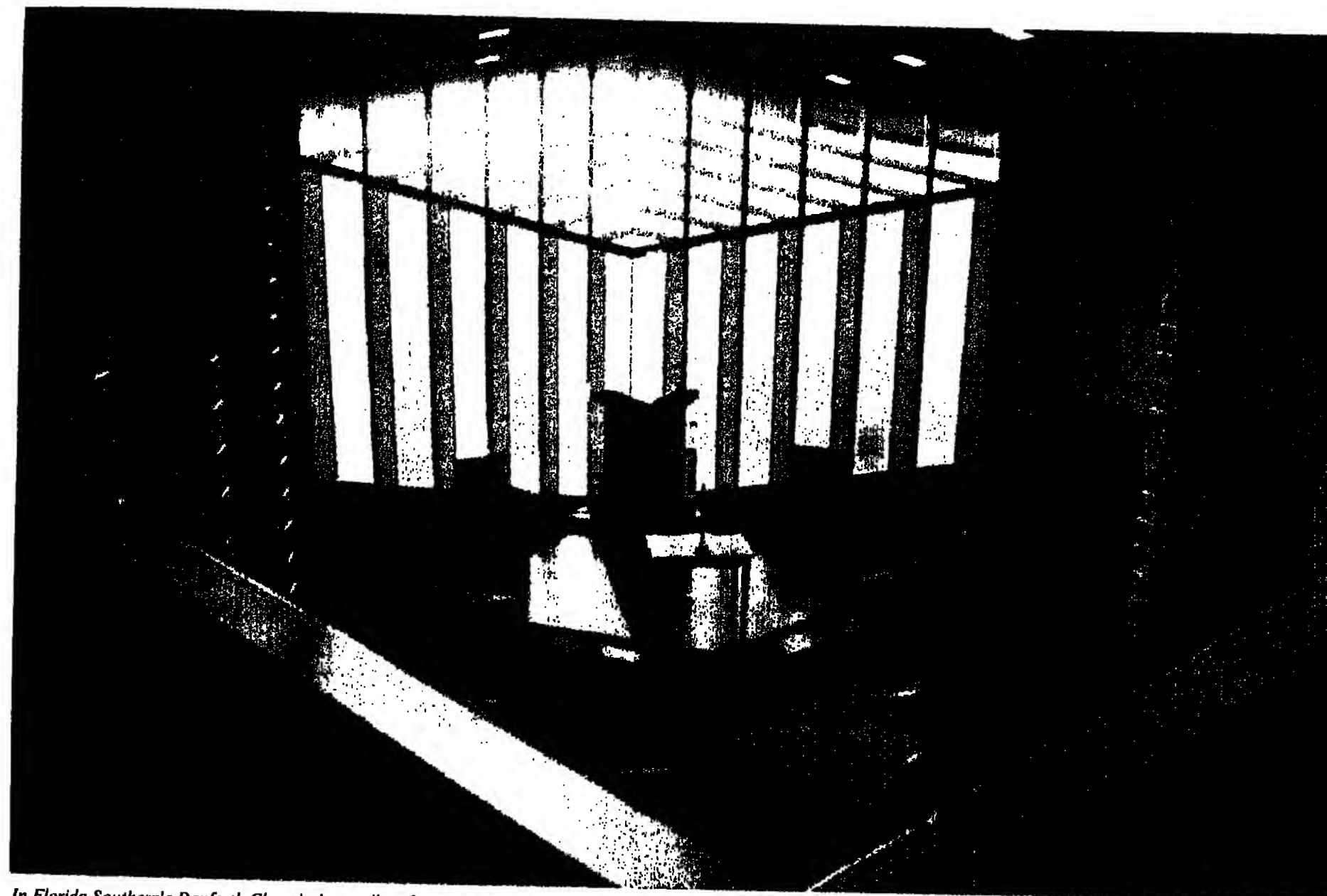
**E**LSEWHERE ON THE CAMPUS, Wright sought inspiration in another favorite shape, the circle. The original library has a circular reading room that serves as a prominent feature. Nearby was to have been a "water dome," a large round pool with nozzles built into its edge that were supposed to spray water upward and toward the center, creating the dome. The machinery never worked properly, however, and a circular plaza with smaller pools now occupies the site.

But even in buildings based on triangles and circles, Wright's preoccupation with the horizontal is obvious. In his 1958 science building, completed the year before he died, Wright gave this preoccupation free rein and produced a design of outstandingly elegant simplicity.

The exterior sets plane above plane. Alongside the building, the esplanade's roof descends in overlapping, parallel planes; above are the multiple roof planes of the building proper. Inside, a corridor that serves as the structure's spine mediates among rooms on three levels and gives a sense of openness without compromising intimacy. Although the two-story corridor is tall and narrow, the cast blocks that Wright used in all his buildings here—six inches high by three feet long—effectively dissipate any sense of verticality. At both ends of the hall, an intermediate roof plane pierces the windows and walls to reinforce the feeling of horizontality.

Fortunately, the science building has not yet suffered a renovation like the one that has robbed Ordway Hall of its original coloration. Here Wright's deep-red floors, simple woodwork, and sandstone-colored cast blocks blend so harmoniously that Ordway's cream-colored paint job seems garish by comparison. Even so, electrical cables are strung from window to window outside the science building, as if to remind visitors how difficult it is to balance the college's academic needs against its role as conservator of Wright's buildings.

The campus's centerpiece, the Annie



In Florida Southern's Danforth Chapel, the smaller of two on the college's campus, Wright gave a tiny building the kind of theatricality that most architects would reserve for much larger structures.

Pfeiffer Chapel, was the first building completed and is undoubtedly the most eccentric. The main mass of the chapel is a low hexagon; above it rises a tall, rectangular tower that admits light to the sanctuary below. The tower is supported at each end by three pairs of pyramids, stacked one pair on top of another; each pyramid is turned on its side so that its tip presses against the tip of its mate.

Ray Fischer, the college's public-relations director and Wright expert, explains the pyramids as an engineering trick: By allowing the inward-facing pressures of the chapel's left and right wall-and-ceiling systems to counteract each other through the touching pyramids, Wright avoided cluttering the interior with supporting columns.

Psychologically, however, the massive pyramids suspended above the sanctuary are disconcerting in a way Wright may not have anticipated.

By contrast, the adjoining Danforth Chapel is a smaller and much lovelier building. Its exterior is distinguished at one end by angled, stained-glass windows that come together like a ship's prow beneath the pointed peak of the roof. The red and yellow glass casts an especially rich light on the red floors, sand-colored blocks, and wood fixtures inside.

The defining feature of the interior is a diminutive balcony reached by a tiny, angled staircase. Barely one chair wide, it reaches forward along both sides of the chapel. Unexpected and thus all the more delightful in so small a space—few other architects would have dared suggest it—the balcony calls to mind the glory of larger churches and provides the perfect grace note to an intimate space.

Details too numerous to catalogue add similar notes to other buildings—small squares of colored glass set in the cast blocks of some buildings; Mayan forms in the columns that support the cantilevered esplanade roofs; fountains splashing in courtyards.

In all, the college has six groups of buildings by Wright. Several structures shown on his master plan were never built, for one reason or another, including a performing-arts complex and a lakefront amphitheater.

**N**OT SURPRISINGLY, the college has had some difficulty commissioning new buildings to complement Wright's. Nils Schweizer, a student of Wright's who served as his on-site assistant during part of the construction process here, designed most of the major buildings that have been erected since Wright's death. Schweizer, who died in 1988, proved adept at imitating Wright's architectural vocabulary, but growing enrollments forced him to work on a scale that overwhelms Wright's. And only one of the buildings he designed using Wright's vocabulary is really satisfying—the new library. By far the best of Schweizer's structures here is a 1984 business-and-economics building that makes a clean break from Wright.

In this, of course, Wright's legacy echoes Jefferson's—imitations of Jefferson's style have been provoking controversy at Virginia ever since Robert Mills put an annex on the back of Jefferson's Rotunda in 1853. One other parallel: Neither words nor photographs can do justice to either campus. Visit Jefferson's first, but don't miss Wright's.



In the Annie Pfeiffer Chapel, facing pyramids distribute the building's weight, allowing glass to be used in walls and roofs.







# The University of the South Pacific

1. LECTURER III IN ENGLISH — POST 92/14

Applications are invited for a lectureship in English based within the Centre for the Education of Learning and Teaching. The Centre provides assistance in reading, writing, speaking and study skills in students who are having difficulties with studying the acquired language of English. In addition, staff members of all departments. Work is undertaken with individuals and in small groups.

Applicants should have at least an MA in TESOL or a related area of linguistics. Experience of either or both of the following would be advantageous: to adults in a tertiary setting; computer-assisted learning (especially the electronic generation and revision of academic texts).

Salary will be in accordance with qualifications and experience in the following salary range: Lecturer II: F\$17,310-20,142; Lecturer I: F\$20,852-24,629.

## 2. MANAGER OF ADMINISTRATIVE COMPUTING — POST 91/91 (Readvertisement)

The Manager of Administrative Computing is responsible for all administrative computer systems used by the University, including financial applications, student records, payroll and personnel systems. The appointee will be the Bureau, the Registry, Staffing and Extension Services in the implementation of systems for university administration. The University has purchased the financial package for University administration. This includes the generation of financial statements, accounts payable, etc., student records, and human resources. These applications use the Oracle relational database and fourth generation languages. A two-year implementation project is in progress. The Manager of Administrative Computing has a central role in this project.

Applicants should have a relevant degree, excellent interpersonal communication skills, and a broad general knowledge of, and experience with, university administrative information systems and computing. Knowledge of, and experience with, relational database systems are essential. Prior experience in the management of university computer facilities, and professional skills in the management of project leadership experience would be an advantage.

The Manager of Administrative Computing is one of three managers reporting to the Director of Computing Services. The University has a state-of-the-art computer system, with the VAX computer and PCs connected to an external mainframe building. Previous applicants need not re-apply.

Salary will be in accordance with qualifications and experience in the range: F\$33,100-35,417. An incremental allowance of 20% of basic salary will be paid.

The University also provides gratuity amounting to 15% of basic salary; gratuity allowance; a furnished accommodation at a rental of 12.5% of salary; and a contribution of 10% of basic salary towards an approved superannuation scheme. Applicants will be for a contract period of three years and may be renewable by mutual agreement.

Further information may be obtained from the Assistant Registrar (Staffing) Telephone 313900. Tel: F1227; Fax: (679) 303437.

Candidates should send THREE COPIES of their curriculum vitae with full references and date of availability. In order to expedite the appointment process, direct to the University without waiting to be contacted.

Applications should be sent to the Registrar, The University of the South Pacific, Suva, Fiji. In receipt no later than 30 April 1992.

# University of Otago

Te Whare Wānanga o Otago  
New Zealand

## LECTURER OR SENIOR LECTURER IN MARKETING

Applications are invited for appointment to the position of Lecturer or Senior Lecturer in the Department of Marketing. The position involves teaching and research in the Department of Marketing. The position will be in the Department of Marketing, University of Otago, Dunedin. The position will be in the Department of Marketing, University of Otago, Dunedin. The position will be in the Department of Marketing, University of Otago, Dunedin.

Applicants should send three copies of their curriculum vitae with full references and date of availability. In order to expedite the appointment process, direct to the University without waiting to be contacted.

Applications should be sent to the Registrar, The University of the South Pacific, Suva, Fiji. In receipt no later than 30 April 1992.

Equal opportunity in employment is University policy.

Applicants should send three copies of their curriculum vitae with full references and date of availability. In order to expedite the appointment process, direct to the University without waiting to be contacted.

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# THE UNIVERSITY OF AUCKLAND

New Zealand

## A SENIOR LECTURESHIP (ASSOCIATE PROFESSORSHIP)

### Department of Electrical & Electronic Engineering

#### School of Engineering (Vacancy UAC.133)

Our Department of Electrical & Electronic Engineering is one of the largest of the six departments in the Faculty of Engineering which is housed in a single complex of buildings on the City campus of the University. The Department is experiencing considerable growth and currently has 225 equivalent full-time students. The Department teaches at both the undergraduate and graduate levels and has a strong research interest in power systems, power electronics, signal processing, radio communications, control and computer engineering. Excellent facilities exist to support these activities.

Applicants should have advanced qualifications, a strong research record, professional experience in power systems and/or control engineering, and be able to demonstrate leadership capability in an academic or professional environment.

The successful applicant will be required to teach at both the undergraduate and graduate levels, and pursue research in an appropriate area of the Department. The appointee will be required to assume a major responsibility for the planning, development and operation of undergraduate courses and laboratories, for research leadership and for liaison with industry within the field of his/her specialty.

Commencing salary will be established within the range \$NZ\$22,000-\$NZ\$26,000 per annum (Senior Lecturer) or \$NZ\$28,800-\$NZ\$32,820 per annum (Associate Professor).

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag 9, Auckland, to whom all applications should be forwarded by 31 May 1992.

Please quote Vacancy Number UAC.133 in all correspondence.

The University of Auckland  
An Equal Employment Opportunity Employer

# University of Waikato

Te Whare Wānanga o Waikato

## SENIOR LECTURESHIP AND LECTURESHIP IN WOMEN'S STUDIES

### (Continuing Appointments)

The University of Waikato invites applications from candidates with a background in Social Science or Cultural Studies for the positions of Senior Lecturer and Lecturer in Women's Studies. Areas within which applications are especially welcome are: contemporary feminist theory; race and gender; feminism and postcolonialism; gender and public policy; methodology in women's studies. Applicants are expected to have a Ph.D. and to be able to demonstrate an active publication record. Applicants for the Senior Lectureship are also expected to have administrative experience. Successful candidates are expected to be available to take up appointment by 1 January 1993.

The current salary range for lecturers is NZ\$37,440-NZ\$48,088 per annum; and for senior lecturers NZ\$52,000-NZ\$67,000 per annum. Enquiries of an academic nature may be made to Professor Anna 868 2188; E-mail: Yeatman@waikato.ac.nz; Tel: (047) 856 2888; fax: (047) 856 2188; or to the Assistant Registrar, Academic Appointments, University of Waikato, Private Bag 3105, Hamilton, New Zealand. Tel: (047) 856 2188; fax: (047) 856 0156. Applications should be sent to the University of Waikato, Private Bag 3105, Hamilton, New Zealand. Tel: (047) 856 2188; fax: (047) 856 0156. Applications should be sent to the University of Waikato, Private Bag 3105, Hamilton, New Zealand. Tel: (047) 856 2188; fax: (047) 856 0156.

Places for appointees' children may be available in the on-site run by the Campus Greengrass Society (Inc.). The University welcomes applications from suitable people regardless of race, creed, marital status or disability.

Applicants should send three copies of their curriculum vitae with full references and date of availability. In order to expedite the appointment process, direct to the University without waiting to be contacted.

Applications should be sent to the Registrar, The University of the South Pacific, Suva, Fiji. In receipt no later than 30 April 1992.

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# MASSEY UNIVERSITY

## LECTURER/SENIOR LECTURER IN INFORMATION SYSTEMS

Applications are invited for positions available within the Department of Information Systems. Applicants with commercial experience who wish to develop their teaching and research interests are welcome to apply. A good Honours degree will, in general, be the minimum acceptable qualification. The successful candidate will be expected to contribute to the undergraduate teaching programme, to teach honours and graduate level courses in an area of specialisation, and to be involved in research activities. They will also be encouraged to register for a higher degree.

The Department of Information Systems teaches a programme aimed at all students interested in computer applications, a large number of its students coming from the Business Studies Faculty.

Enquiries of an academic nature may be addressed to Mr D J Monin.

Reference number CHE 19/92 must be quoted. Closing date: 15 May 1992.

Further details of the above position together with Conditions of Appointment are obtainable from Mrs V B Bretherton, Personnel Section, to whom applications, including a full curriculum vitae, and the names, addresses and fax numbers of three referees should be sent before the closing date specified.

B.R.H. Monks  
Registrar

We are an Equal Opportunity Employer.

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Telephone (64) 6 356-9099  
Fax (64) 6 356-5615

# UNIVERSITY OF CAPE TOWN

## Postdoctoral Research Fellowships 1993

(Max R58 000 for 12 months)

The University of Cape Town annually invites applications for Postdoctoral Research Fellowships to be held at the University. There is no restriction to any particular field of research. Preference will be given to recently qualified research workers not yet in established posts, but towards suitable for a full of about three months. Preference is also given to applicants whose research interests and last year's needs mesh well with those of the appropriate host department.

The fellowships are tenable for between three and twelve months. The stipend (of lecturer level) attached to the Fellowship is calculated at R4 000 per month and is payable quarterly in advance. Successful candidates from abroad will receive an additional grant up to a maximum of R1 000. The buying power of the Rand within South Africa is somewhat better than might be expected from the current unfavourable exchange rates. The positions carry no additional travel benefits. The successful candidates will be required to complete a medical questionnaire before the appointments are confirmed.

Applications in writing, to include full details of the applicant's envisaged research programme, in addition to a full curriculum vitae and the names of two referees should be submitted to the Head Research Administration, University of Cape Town, Rondebosch 7700, Republic of South Africa, by 31 July 1992. The initial round of award letters will be dispatched in mid-October.

The policy and practice of the University of Cape Town are to oppose discrimination on grounds of gender, race or creed in any sphere of university life. UCT has consistently protested, and continues to protest, against apartheid laws and practices and is committed to working towards a just future for our country. Information on this is available on request.

C7301/1/893-0

Applicants should send three copies of their curriculum vitae with full references and date of availability. In order to expedite the appointment process, direct to the University without waiting to be contacted.

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# UNIVERSITY OF BOTSWANA

Applications are invited for the following appointments:

Department of Physical Education, Health and Recreation

ASSOCIATE PROFESSOR/PROFESSOR OF PHYSICAL EDUCATION (Vacancy No. 1/82 E/PHE)

The University of Botswana requires a Professor in the Department of Physical Education, Health and Recreation. This newly established department will offer professional training in Physical Education and Sport Sciences for full-time education students. The Department will also offer Certificates and Diplomas to part-time students. An MEd in Physical Education and Sport Sciences is to be introduced. The post-course development includes: Academic administration; public relations with other institutions both within and outside the campus; sports administration; research and publications; staff development. A detailed job description shall be provided on request.

Applicants should have at least a Master's degree in Physical Education but a doctorate is preferred. At least three years' experience at Senior Lecturer level in a university is required for the position of Associate Professor and three years' experience at Associate Professor level in a university or comparable institution, a cumulative record of research and publications and proven academic leadership qualities. Preference will be given to those with prior experience in administering a physical education department.

Department of Mathematics

PROFESSOR (PURE MATHEMATICS) (Vacancy No. 8/M 1/82)

The successful candidate will be required to teach and conduct research in at least one of the following areas: Algebra, Analysis or Topology. Applicants should have at least a Master's degree but preferably a Ph.D. in the area of specialisation. In addition, candidates should have at least three years' experience at Associate Professor level in a university or comparable institution, a cumulative record of research and publications and proven academic leadership qualities. Preference will be given to those with prior experience in administering a physical education department.

SENIOR LECTURER/LECTURER IN PURE MATHEMATICS (Vacancy No. 8/M 2/82)

The successful candidates will be required to teach and conduct research in at least one of the following areas: Algebra, Analysis or Topology. Applicants should have at least a Master's degree but preferably a Ph.D. in the area of specialisation. In addition, candidates should have at least three years' experience at Associate Professor level in a university or comparable institution, a cumulative record of research and publications and proven academic leadership qualities. Preference will be given to those with prior experience in administering a physical education department.

Remuneration per annum: Lecturer P24,338-P25,332; Senior Lecturer P26,268-P27,262; Associate Professor P31,596-P36,516; Professor P46,264-P74,644.

Fringe benefits include Motor Car Purchase Advance Scheme, an optional 50% UB funded medical aid plan, car allowance at 15% of basic salary for staff earning a basic salary of at least P31,332 per annum and free tuition for spouse and up to four dependent children on courses offered by the University but not at its affiliated or associated institutions. Additional benefits for expatriate staff include: education allowance for up to four dependent children and gratuity at 25% of basic salary on successful completion of a two year contract.

Applications quoting the vacancy number of the position applied for, full and up-to-date CVs, certified true copies of education certificates, full and up-to-date names and addresses of three academic referees should be addressed to the Assistant Registrar (Academic Staffing), University of Botswana, Private Bag 002, GABORONE, Botswana. Applicants should inform their referees to submit references direct to the University of Botswana, Private Bag 002, GABORONE, Botswana. Applicants should inform their referees to submit references direct to the University of Botswana, Private Bag 002, GABORONE, Botswana. Applicants should inform their referees to submit references direct to the University of Botswana, Private Bag 002, GABORONE, Botswana.

Closing date 15 May 1992.

Applicants should send three copies of their curriculum vitae with full references and date of availability. In order to expedite the appointment process, direct to the University without waiting to be contacted.

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Applicants should send three copies of their curriculum vitae with full references and date of availability. In order to expedite the appointment process, direct to the University without waiting to be contacted.

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# AUBURN UNIVERSITY

Teacher Education / Pedagogy Specialist

Tenure track. Completed doctorate in physical education with specialization in teacher education and pedagogy. Demonstrated research and scholarship activities or evidence of potential in these activities. Teaching experience required. Responsibilities: Teach undergraduate and graduate courses in curriculum design and instructional strategies. Advise graduate students and conduct direct research related to effective teaching and skill learning. Send letter of application with statement of professional goals, vision, three letters of reference to: Search Coordinator, Department of Health and Human Performance, 2050 Memorial College, Auburn University, AL 36849-5323. Deadline for applications is June 15, 1992. Starting date is September 1, 1992. Auburn University is an Affirmative Action/Equal Opportunity Employer. Minorities and women are encouraged to apply.



## The University of Sydney Australia

### Faculty of Science

#### CHAIR OF PURE MATHEMATICS

Reference No: 13/01

Applications and expressions of interest are invited for appointment to a Chair of Pure Mathematics within the School of Mathematics and Statistics which will vacate on 1 January 1991 on the retirement of Professor G.E. Wall, F.R.S.

The University is seeking applicants with a capacity for leadership in research and teaching. Established areas of research in Pure Mathematics include category theory, algebraic groups and their representations, computational algebra and number theory, dynamical systems, singularity theory, group theory, geometric topology, number theory and combinatorics. While preference will be given to applicants with expertise in one of the above areas, suitably qualified persons from any branch of Pure Mathematics are invited to apply.

It is anticipated that interviews for the Chair will be held within three months of the closing date.

Salary will be at the rate of \$73,800 - \$77,900 per annum (top of salary range will not be available until 23 July 1992). Provision is also made for limited private consulting in accordance with the University's regulations. Assistance with relocation expenses to Sydney will be provided.

Enquiries about the School and the Chair should be directed to the Head of School in writing, by telephoning 612 692 4533 or by faxing to 612 692 4534.

The University reserves the right not to proceed with any appointment for financial or other reasons.

Membership of a superannuation scheme may be a condition of employment for new appointees.

Method of Application for Academic positions: Four copies of the application, quoting reference no., including curriculum vitae, more than five referees, to be lodged by the above closing date.

All applications to be sent to: The Assistant Registrar (Appointments), Staff Office (K07), The University of Sydney, N.S.W. 2006, AUSTRALIA. Facsimile 61 2 692 4316 by 11 June 1992.

Equal employment opportunity and no smoking in the workplace are University policies.



## HONG KONG BAPTIST COLLEGE

A Government-funded Institution of Higher Education offering undergraduate and postgraduate courses.

DEPARTMENT OF CHINESE LANGUAGE & LITERATURE  
Senior Lecturer/Lecturer (PROF)  
(Tenable September 1992)

The College is seeking a qualified academic to teach subjects in the areas of Modern and Classical Chinese Literature, Classical Chinese Language, and/or Chinese Intellectual Thought.

Applicants should possess a recognized higher degree in Chinese, preferably a Ph.D. degree or equivalent. Relevant teaching and research experience at the tertiary level is desirable.

**Terms of Appointment:**  
Depending on qualifications and experience, salary will be in the range of HK\$385,000 to HK\$611,800 p.a. for Senior Lecturer (approx. 1 US\$ = HK\$7.8); and HK\$212,400 to HK\$389,040 p.a. for Lecturer. Appointment on overseas terms will initially be for a term of 2 years. A gratuity of 25% for Senior Lecturer and 15% for Lecturer will be paid upon satisfactory completion of contract. Subject to review and mutual agreement, the appointment may be renewed either on supernumerary basis or on a permanent basis. Other benefits include vacation leave, medical and dental benefits and housing allowance.

**Application Procedure:** Please send by fax or by mail complete CV, transcripts and a recent photo to the Personnel Section, Hong Kong Baptist College, 224 Waterloo Road, Kowloon, Hong Kong (Fax: (852) 330-7371). Candidates should also ask at least three referees to write directly to the College. Deadline for application is 31 April 1992.

Full-time faculty position Fall 1992, to teach and coordinate courses primarily in Chinese and Chinese Language. Growing program at Avila College. Candidates should have a Ph.D. and college teaching experience. Knowledge of Chinese and/or English is required. Send resume and transcripts to: Dean of Faculty, Avila College, 1991 Wornall Road, Kansas City, Missouri 64116. EEO/AAE.

Asian Studies, Asian Languages and Literature: University of Iowa, Iowa City 52242, seeks a Visiting Instructor of Chinese Language.

## THE UNIVERSITY OF AUCKLAND New Zealand

### A LECTURESHIP IN FRENCH Department of Romance Languages (Vacancy UAC.141)

The Department of Romance Languages teaches French, Italian, and Spanish from first year to Master's and Ph.D. level. The present teaching staff in French is 1 professor, 1 Associate Professor, 4 Senior Lecturers, 2 Lecturers, 1 Half-Time Tutor, and 2 lecturers, whose teaching and research fields include areas of both literature and linguistics.

Candidates should have completed a Ph.D. or its equivalent in an appropriate area, and have native or near-native competence in French.

The appointee will be expected to participate fully in the development and teaching of both modern literature and language acquisition courses, and to engage in research.

Commencing salary will be established within the range \$NZ\$37,440 - \$NZ\$45,088 p.a.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom all applications should be forwarded by 5 June 1992.

Please quote Vacancy Number UAC.141 in all correspondence.

The University of Auckland  
An Equal Employment Opportunity Employer

### EXECUTIVE DIRECTOR'S POSITION

#### THE UNITED STATES EDUCATIONAL FOUNDATION IN INDIA (USEF/I)

Applications are invited from Indian and American citizens for the Executive Director's position at the United States Educational Foundation in India (USEF/I), a non-profit bi-national educational institution responsible for administering the "Pillar of Peace" program in India. Candidates must have at least ten years of experience in a senior administrative position and a degree from a teaching institution in American or Indian university.

The Executive Director's position requires dynamic management (local and personal) capabilities, strong oral and written communication skills. An understanding of Indian and American societies and educational systems is essential. Experience in multi-cultural organizations is preferable. Teaching/research experience in the social sciences, arts and humanities is desirable.

Duties will include, but not be limited to, the complete administration of the New Delhi headquarters and three regional offices located in Bombay, Calcutta, and Madras. Total staff at all four locations is approximately 100. Applicants must be effective when interacting with Indian and American personnel on an international exchange program compatible with the changing needs of both bilateral relations. Job functions include the legislative intent and purpose of the bilateral agreement. Job functions include the legislative intent and purpose of the bilateral agreement. Job functions include the legislative intent and purpose of the bilateral agreement.

A five-year renewable contract beginning between August and November this year; salary negotiable. Apply in confidence by May 15, 1992, to:

The Chairman  
USEF/I Board  
c/o American Center (USAI)  
40 Karamba Chandra Marg  
New Delhi 110001, India

## DES MOINES AREA COMMUNITY COLLEGE Instructor Positions

Antony Campus—Biology, English, Philosophy, Physics/Math: Master's degree in the discipline or any Master's degree and 12 graduate hours in the discipline (Math requires only a Bachelor's degree).

Carroll Campus—Chemistry/Biology: Master's degree in Chemistry or Biology and 12 graduate hours in the alternate discipline or any Master's and 12 graduate hours in Math.

Urban Campus—Math: Master's degree in Math or any Master's and 12 graduate hours in Math.

For application materials, call (515) 964-6889. Materials must be returned to Human Resources by 5:00 p.m., May 18, 1992.

Des Moines Area Community College  
Antony, Iowa  
EEO/AAE

and minority applicants are especially encouraged to apply. AAEO/AAE.

Athletics: James Madison University, Strength/Conditioning Coach, James Madison University, a state supported comprehensive university with an enrollment of 11,000, located in the Shenandoah Valley of Virginia, is seeking applications for a full-time position of strength/conditioning coach. Duties include the development, supervision, and implementation of strength/conditioning programs for all varsity sports, and implementing specific programs for each sport. The coach will also be responsible for the recruitment, supervision, and training of student athletes in each sport. The coach will also be responsible for the recruitment, supervision, and training of student athletes in each sport. The coach will also be responsible for the recruitment, supervision, and training of student athletes in each sport.

Applicants should have a Ph.D. in kinesiology or a related field, and a minimum of three years of experience in strength/conditioning coaching. Salary is \$32,000. To apply, submit a letter of application, resume, and three references to: Dr. James Madison University, Department of Athletics, 1600 College Avenue, Harrisonburg, VA 22802. Closing date is April 17, 1992. Screening will begin April 27, 1992.

Admission Women's Basketball: Occidental College invites applications for the position of head coach of women's basketball. Responsibilities include the recruiting, training, and coaching of the team. The coach will also be responsible for the recruitment, supervision, and training of student athletes in each sport. The coach will also be responsible for the recruitment, supervision, and training of student athletes in each sport. The coach will also be responsible for the recruitment, supervision, and training of student athletes in each sport.

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## THE UNIVERSITY OF AUCKLAND New Zealand

### AN ASSOCIATE-PROFESSORSHIP IN BIOCHEMICAL ENGINEERING Department of Chemical & Materials Engineering School of Engineering (Vacancy UAC.129)

The Department of Chemical & Materials Engineering offers Bachelor's and Master's degrees in Chemical Engineering and Materials Engineering. The Department is currently seeking an Associate Professor to teach and conduct research in the field of biochemical engineering. The successful candidate will be expected to participate fully in the development and teaching of both modern literature and language acquisition courses, and to engage in research.

Candidates should have completed a Ph.D. or its equivalent in an appropriate area, and have native or near-native competence in English.

The appointee will be expected to participate fully in the development and teaching of both modern literature and language acquisition courses, and to engage in research.

Commencing salary will be established within the range \$NZ\$37,440 - \$NZ\$45,088 p.a.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom all applications should be forwarded by 5 June 1992.

Please quote Vacancy Number UAC.129 in all correspondence.

The University of Auckland  
An Equal Employment Opportunity Employer

### THE UNIVERSITY OF AUCKLAND New Zealand

#### A LECTURESHIP IN ENVIRONMENTAL ENGINEERING Department of Civil Engineering School of Engineering (Vacancy UAC.128)

Applicants must hold an Engineering first degree (BE or Equivalent) together with an advanced qualification in environmental engineering. He or she will be required to teach Departmental and School courses in environmental engineering and environmental management, both at undergraduate and graduate levels. In addition, the successful candidate will be expected to participate fully in the development and teaching of both modern literature and language acquisition courses, and to engage in research.

Candidates should have completed a Ph.D. or its equivalent in an appropriate area, and have native or near-native competence in English.

The appointee will be expected to participate fully in the development and teaching of both modern literature and language acquisition courses, and to engage in research.

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Please quote Vacancy Number UAC.128 in all correspondence.

The University of Auckland  
An Equal Employment Opportunity Employer

### Tenure-track Position in Area Studies relating to British and/or American Culture

Aoyama Gakuin University invites applications for Assistant Professor or Professor in Area Studies relating to British and/or American Culture, beginning April 1993. Applicants must have native spoken ability in English with a Ph.D. or equivalent, three years' university teaching experience and publications. Familiarity with the Japanese language and culture are desirable. Pay Y6-9,000,000. Please send for an application form which must be returned with other materials by May 31, 1992. Address: Area Studies Position, University, 4-25 Shibuya, Shibuya-ku, Tokyo 150 Japan, Fax 81(Japan)-3-3486-8390.

Applicants should have a Ph.D. in kinesiology or a related field, and a minimum of three years of experience in strength/conditioning coaching. Salary is \$32,000. To apply, submit a letter of application, resume, and three references to: Dr. James Madison University, Department of Athletics, 1600 College Avenue, Harrisonburg, VA 22802. Closing date is April 17, 1992. Screening will begin April 27, 1992.

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## ENGLISH FACULTY

The University of Guam solicits applications for the following tenure or non-tenure track, full-time position (one, two, or three-year appointment):

The Division of English and Applied Linguistics is seeking an Assistant or Associate Professor to teach in a multicultural setting, a variety of courses from two or more of the following areas: Literature, Linguistics, Rhetoric and Composition, Developmental English, and ESL. In addition to teaching, faculty members are required to engage in research, university service, and service to the community.

An earned doctorate is required in English, English Language and Literature, Linguistics, TESOL/Linguistics, or a closely related area. Desirable qualifications include two or more years of postsecondary teaching as well as experience teaching in a clinically diverse student population.

The salary ranges are:

Assistant Professor \$34,307 to \$50,765 Per Academic Year

Associate Professor \$39,300 to \$59,307 Per Academic Year

Completed applications must be postmarked no later than May 1, 1992 to be given full consideration by the committee. Application materials may be submitted by FAX to: (671) 734-3410. Persons interested in applying should submit a current curriculum vitae, official graduate transcripts, unofficial undergraduate transcripts, three (3) letters of recommendation sent directly by referees, and a letter of application requesting official application forms to:

Dr. Robert A. Burns, Chair  
English Search Committee  
c/o Personnel Services Division  
University of Guam  
UOG Station, Mangilao, Guam 96923

For more information, call (671) 734-9109/9535, or call Dr. John Hider toll free at 1-800-821-9233. EEO/AAE.

### PENNSTATE University Park Campus

#### HEAD DEPARTMENT OF METEOROLOGY

We invite nominations and applications for the position of Head, Department of Meteorology. The department currently has about 180 undergraduate majors and 80 graduate students enrolled in its degree programs. Our diverse and cohesive faculty has a long-standing commitment to teaching. We maintain excellent laboratory and support facilities and strong ties to interdisciplinary research centers. Within the next year we expect the arrival of two regional offices of the National Weather Service at a site near the campus. We are currently recruiting additional faculty members in the areas of climate, remote sensing, and physical oceanography; this will bring the total faculty to more than 20.

The head must have an outstanding record of scientific accomplishment and demonstrated leadership qualities. The successful candidate should have the ability to manage human and financial resources effectively, to facilitate collaborative research and instructional initiatives, and to foster a stimulating, scholarly environment for students and faculty.

The head must be an articulate and enthusiastic advocate for the department and its activities.

We will review applications beginning May 15, 1992, and continue the search until a suitable head is found. Applications and nominations, accompanied by resumes and other supporting material, should be submitted to:

John C. Wyngaard, Chair  
Search Committee for Head of the Department of Meteorology  
508 Whitaker Building, Dept. CHE  
The Pennsylvania State University  
University Park, PA 16802

An Affirmative Action/Equal Opportunity Employer  
Women and Minorities Encouraged to Apply.

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## TENURE TRACK FACULTY

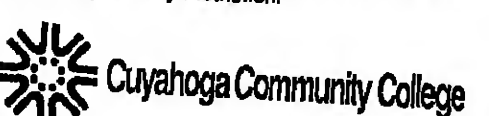
Cuyahoga Community College is Ohio's largest community college, serving over 40,000 students in the Greater Cleveland area. The College anticipates 1992-1993 tenure track faculty assignments in the following disciplines:

Business Administration  
Court and Conference Reporting  
Mathematics  
Plant Science  
Theatre Arts

\*Experience and/or certification in lieu of Master's may be considered.

A Master's degree in appropriate discipline and 3-5 years community college teaching experience is preferred.

The College offers a competitive compensation package. To be considered, submit the following items: resume/vita, transcript copies, three (3) current reference letters by April 24th, 1992 to: Cuyahoga Community College, Assistant Director, Staffing, 700 Carnegie Ave., Dept. CHE, Cleveland, OH 44115. The College is an Affirmative Action/Equal Opportunity Institution.



## University of Wisconsin-Milwaukee Full Time Faculty Position

A full-time, tenure track annual appointment faculty position in Child and Youth Care Learning Center in the Division of Outreach and Continuing Education Extension at UW-Milwaukee beginning July 1, 1992, to teach, conduct research, develop and administer programs, and possible public service under the general direction of the faculty director. The Center provides training and staff development programs for child and youth care workers and other professionals who serve children and families at risk. Provides consultation and technical assistance for child and youth care workers, independent living programs, group homes, residential treatment centers, independent living programs, group homes, and other organizations serving youth; develops and administers innovative programs directed serving youth and families; and conducts research activities related to its years of experience.

Qualifications: A doctorate degree preferred. Related professional experience in programming and teaching continuing education courses and workshops is also required.

Salary/rank: Commensurate with qualifications and experience.

Application deadline: May 30, 1992 (postmark). Send letter of application with current resume to: Ms. Angel Johnson, Search and Screen Committee, CYCCE, DOCEE, UW-Milwaukee, P.O. Box 313, Milwaukee, WI 53201. For more information call (414) 224-5252. UW-M is an Equal Opportunity Affirmative Action employer. The UW-M System is required to release within two days of request after the deadline for receipt of nominations and applications, a combined list of all candidates without differentiation.

Development/Planning: Director of Development and Planning, 1000 East Wisconsin Avenue, Suite 100, Milwaukee, WI 53201. Send resume and letter of interest to: Director of Development and Planning, 1000 East Wisconsin Avenue, Suite 100, Milwaukee, WI 53201. Send resume and letter of interest to: Director of Development and Planning, 1000 East Wisconsin Avenue, Suite 100, Milwaukee, WI 53201.

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## TECHNICAL COMMUNICATION Department of Humanities, Social Sciences, and Communication OMI College of Applied Science UNIVERSITY OF CINCINNATI

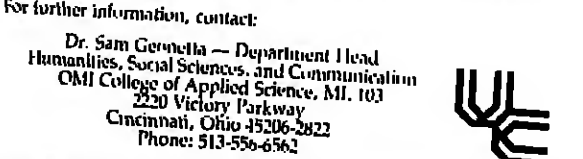
Technical Communication Assistant/Associate Professor, tenure-track position in the University of Cincinnati, OMI College of Applied Science in the Humanities, Social Sciences, and Communication Department beginning September, 1992.

Teach undergraduate courses, including technical writing, writing with a computer, freshman English, and others as needed by the department level-level teaching. Strong motivation to work in developing an undergraduate degree. Ph.D. in communication, English, or related area required. ABD considered with appropriate experience.

Willingness to give workshops and provide training to employees in business and industry desirable. Rank and salary dependent on qualifications and experience.

UC is an AA/EEO institution. Minorities are encouraged to apply. Send letter of application, vita, and three letters of recommendation to: Dr. Sam Gervetha, Department Head, Humanities, Social Sciences, and Communication, OMI College of Applied Science, 1013 22nd Victory Parkway, Cincinnati, Ohio 45206-2622. Deadline: May 18, 1992.

For further information, contact:  
Dr. Sam Gervetha - Department Head  
Humanities, Social Sciences, and Communication  
OMI College of Applied Science, 1013  
22nd Victory Parkway  
Cincinnati, Ohio 45206-2622  
Phone: 513-556-6562



## LAKELAND COLLEGE

P. O. Box 359  
Sheboygan, WI 53082-0359  
(414) 565-1290

Lakeland College, a career-oriented, liberal arts college related to the United Church of Christ, invites applications for the following full-time, tenure-track openings for Fall, 1992:

Computer Science—One Assistant position to teach undergraduate computer science courses including COBOL and other business-related courses. Knowledge of Pascal and C desirable. M.A. required. Ph.D. preferred.

History—One Assistant position with a generalist emphasis to teach participation in interdisciplinary courses in history along with World Civilization and selected departmental topics in history along with Sociology—One Assistant position to teach undergraduate sociology/career-related courses. Preparation and enthusiasm for interdisciplinary coursework is essential. Ph.D. required.

Commitment to undergraduate teaching/advising and enthusiasm for position. Salary and rank dependent upon qualifications. Send one-page letter which includes reasons for wanting to teach at a small, rural, liberal arts college and current resume with three references by May 4, 1992 to: Keith G. Strigowy, Dean of the College, Lakeland College, P. O. Box 359, Sheboygan, WI 53082-0359. Women and minorities are especially encouraged to apply.

Development/Planning: Director of Development and Planning, 1000 East Wisconsin Avenue, Suite 100, Milwaukee, WI 53201. Send resume and letter of interest to: Director of Development and Planning, 1000 East Wisconsin Avenue, Suite 100, Milwaukee, WI 53201.

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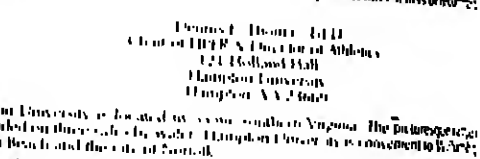
## HAMPTON UNIVERSITY Department of Health, Physical Education & Recreation Department of Athletics

Physical Education Assistant/Associate Professor, tenure-track position in the Department of Health, Physical Education & Recreation, Hampton University, 1000 College Avenue, Hampton, VA 23062. Beginning September 1, 1992.

As an Assistant Professor, you will be responsible for teaching and supervising students in the Department of Health, Physical Education & Recreation. You will also be responsible for the development and administration of the department's programs and services. You will be expected to contribute to the academic and athletic success of the university.

Qualifications: A Ph.D. in Physical Education or a related field is required. A minimum of three years of experience in teaching and supervising students is preferred. You must also have a strong background in physical education and a commitment to the university's mission.

Application: Send a letter of application, curriculum vitae, and three references to: Dr. Robert L. Smith, Department Head, Department of Health, Physical Education & Recreation, Hampton University, 1000 College Avenue, Hampton, VA 23062. Deadline: May 15, 1992.



Hampton University is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

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## FACULTY POSITIONS (Immediate & Anticipated)

Hazard Community College is one of 14 colleges in the University of Kentucky Community College System and serves eight counties in the Appalachian Mountains of eastern Kentucky. Founded in 1968, the College enrolled 1,613 credit students in the fall of 1991 while serving over 15,000 persons annually in non-credit and cultural programs. Its small business center received the 1990 AACJC Employer/Collaborative Award. Its faculty have received national recognition for teaching excellence in the last three years. The College provides instruction for the University's Center for Rural Health Studies in Hazard. The College is composed of a community of faculty, staff and administrators whose primary focus is on learning, community, and self-development.

**IMMEDIATE OPENINGS**  
Computer Information Systems/Instructor (12 mo.)—Teach three classes each semester and serve as the College's System 36 programmer on a 25% basis. Knowledge of RPG, COBOL and computer languages helpful.

Biology Instructor (10 mo.)—Teach four or five classes each semester primarily in anatomy and physiology.

**ANTICIPATED OPENINGS (10 mo.)**  
Biology Instructor—Teach four or five classes each semester in the areas of human biology and health, general biology, and anatomy and physiology.

Developmental Instructor (English/Reading)—Teach four or five classes each semester in developmental English and reading; provide individual instruction in College's Learning Center.

Developmental Instructor (Mathematics)—Teach four or five classes each semester in developmental mathematics; provide individual instruction in the College's Learning Center.

Psychology/Sociology—Teach four or five classes each semester in psychology and sociology.

History/Geography—Teach four or five classes each semester in history and geography.

**QUALIFICATIONS:** Master's degree with the minimum of 18 graduate hours in teaching discipline, experience in teaching at the community college level required. Computer literacy and a commitment to teaching innovation for student success highly preferred.

By April 24, 1992 send letter of application, resume, names, addresses, and current telephone numbers of three references, and unofficial transcripts to:

Secretary, Search Committee  
Hazard Community College  
One Community College Drive  
Hazard, Kentucky 41701

HCC is an EEO/AA EMPLOYER.

Development/Planning: Director of Development and Planning, 1000 East Wisconsin Avenue, Suite 100, Milwaukee, WI 53201. Send resume and letter of interest to: Director of Development and Planning, 1000 East Wisconsin Avenue, Suite 100, Milwaukee, WI 53201.

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## Faculty Positions

## THE COLLEGE OF SAINT ROSE

Positions are tenure-track, full-time (nine months) and begin August 26, 1992. All positions require a commitment to teaching and to value-oriented education. College teaching experience is desirable.

**ASSISTANT OR ASSOCIATE PROFESSOR OF BIOLOGY**  
Requirements: Ph.D.; background in molecular biology with emphasis on cell biology; ability to direct research in instruction of the physical/biological sciences according to direction being worked out by NSF, etc.  
Responsibilities: undergraduate teaching in molecular biology and in introductory level biology courses; participation and leadership in advancing education in the sciences; student advisement; committee work.  
Contact Person: Dr. James Macuro, Dean, School of Mathematics and Sciences.

**ASSISTANT PROFESSOR OF ENGLISH**  
Requirements: Ph.D.; background in British literature with emphasis in Victorian literature.

Responsibilities: teaching at the graduate and undergraduate levels, including introductory courses in writing and speech; student advisement; committee work.

Contact Person: Dr. Thomas Locke, Dean, School of Arts and Humanities.

**ASSISTANT PROFESSOR OF COUNSELING**  
Requirements: Doctoral degree in counseling or counseling psychology; experience in school counseling, college teaching and the supervision of practitioner students; background in at least one of the following areas: vocational development, assessment, community counseling, college student personnel.

Responsibilities: graduate teaching; supervision of field work; student advisement; committee work.

Contact Person: Dr. Jack Calareso, Dean, School of Education.

**ASSISTANT PROFESSOR OF READING**  
Requirements: Doctorate; teaching experience at the elementary or secondary level; reading certification; college teaching experience desirable. Minority candidates are encouraged to apply.

Responsibilities: graduate teaching; supervision of field work; student advisement; committee work.

Contact Person: Dr. Jack Calareso, Dean, School of Education.

**ASSISTANT PROFESSOR OF ELEMENTARY EDUCATION**  
Requirements: Doctorate; teaching experience at the elementary level; certification in teaching; appropriate academic credentials; college teaching experience desirable. Preference will be given to minority candidates.  
Responsibilities: undergraduate and graduate teaching; student advisement; committee work.

Contact Person: Dr. Jack Calareso, Dean, School of Education.

Review of applications will begin on April 21, 1992. Please send letter of application, resume and the names of three references to the contact person at the following address:

The College of Saint Rose  
432 Western  
Albany, NY 12203

The College of Saint Rose is an Equal Opportunity Employer. Women and minorities are urged to apply.



## COLLEGE OF EASTERN UTAH

Applications are invited for the following positions:  
Instructor to teach elementary and intermediate language courses, preferably French and Spanish and history survey courses (American Civilization and Western Civilization). The successful candidate should have a commitment to teaching, a Ph.D. and three years' experience in teaching. Non-tenure position. Send resume and cover letter to: Human Resources, Human Kinetics Publishing, P.O. Box 3076, Champaign, Illinois 61825-3076.

CEU is an Affirmative Action, Equal Opportunity Employer.

Elementary Education Assistant Professor. Requirements: Ph.D. in Elementary Education, teaching experience in elementary education, and a commitment to teaching. Send resume and cover letter to: Human Resources, Human Kinetics Publishing, P.O. Box 3076, Champaign, Illinois 61825-3076.

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## University of Nevada, Reno

College of Education  
Department of Curriculum and Instruction  
Tenure Track Position  
in Math Education  
Rank Open

The Department of Curriculum and Instruction is a rapidly growing department of 20 positions and is charged with the responsibility of providing undergraduate and graduate preparation in elementary and secondary education. Responsibilities include: teaching undergraduate and graduate courses in elementary and secondary math education, supervising pre-student teachers and student teachers, and advising undergraduate and graduate students including thesis and dissertation work. Ability to teach other Curriculum and Instruction courses will be considered a strong asset. Qualifications include an earned doctorate in math education with a minimum of two years of teaching experience in public schools or equivalent. Evidence of actual or potential productivity in scholarship (casual). Salary will be commensurate with qualifications and experience. Screening will begin immediately and will continue until filled. Starting date is academic year 1992-93.

Send letter of application, vita, research plan, at least three samples of scholarly writing, a copy of transcripts and three letters of recommendation to:

Cleborne D. Maddox, Chairman  
Department of Curriculum & Instruction  
College of Education  
University of Nevada  
Reno, NV 89557

AA/EEO: UNR employs only U.S. citizens and aliens lawfully authorized to work in the U.S.

## COLLEGE OF WILLIAM AND MARY

School of Business Administration  
Anticipated Visiting  
Positions in Accounting

William and Mary's School of Business invites applications for anticipated visiting positions in accounting. One would be a semester and the other for a full year (1992-93). The College of William and Mary has approximately 7,500 students. Our students are outstanding with average SAT scores exceeding 1200. The accounting program is accredited by AACSB. Review of applications will begin May 1, 1992, and will continue until the position is filled. Send resume, three references, and a letter of interest to:

Alfred N. Page, Dean  
School of Business Administration  
College of William and Mary  
Williamsburg, VA 23187-8795

William and Mary is an Equal Opportunity, Affirmative Action Employer and especially encourages applications from women and members of minority groups.

ALABAMA STATE UNIVERSITY  
Faculty Positions

Alabama State University, University College, is seeking to fill faculty positions in English, mathematics and science. University College is the college of developmentally disabled students and offers courses in the core curriculum and the responsibility for teaching core courses and developmental courses, including instructional labs.

Qualifications: Master's or Doctoral degree in the teaching field and teaching experience in the field at the college level preferred; knowledge and experience in developmental education as well as in the teaching field preferred.

SALARY: Negotiable depending on education and experience.

STARTING DATE: August 1992.

Send three (3) letters of reference, transcripts, and resume to:

Mr. Arthur Pollard  
Personnel Assistant  
Alabama State University  
Montgomery, AL 36155

can enroll campus experiences. The College was established in 1871 and is now a 3,600 student institution. The Division of Education, which is the largest division in the College, offers a variety of programs and services to the campus community. The Division of Education is currently seeking applications for the following positions:

Elementary Education, Fall 1992, tenure track position at the Assistant Professor level. Responsibilities include teaching, supervising pre-student teachers and student teachers, and advising undergraduate and graduate students. The successful candidate will have a Ph.D. in Elementary Education and at least three years of teaching experience in elementary education. Send resume and three letters of reference to: Dr. Leo E. Smith, Dean, Division of Education, Alabama State University, Montgomery, AL 36155.

Elementary Education, Fall 1992, tenure track position at the Assistant Professor level. Responsibilities include teaching, supervising pre-student teachers and student teachers, and advising undergraduate and graduate students. The successful candidate will have a Ph.D. in Elementary Education and at least three years of teaching experience in elementary education. Send resume and three letters of reference to: Dr. Leo E. Smith, Dean, Division of Education, Alabama State University, Montgomery, AL 36155.

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Chair  
Department of Health & Physical Education  
School of Education

Syracuse University anticipates hiring an experienced leader for its Health and Physical Education. The faculty is beginning to develop a program by focusing more attention on the science of exercise and sport. The chair will help guide the development of a nationally prominent program.

The chair is responsible for coordinating undergraduate and graduate programs, enhancing faculty teaching and research, fostering university community service activities as well as some teaching and administrative duties. Continuation of the candidate's research program is also expected.

This tenure-track appointment will be made at the Associate or Professor level. Although the area of specialization is open, preference will be given to individuals with a clear record of research in the field of exercise science and physiology. Additional training or experience in sports medicine, physical education, biomechanics, exercise biochemistry, or health promotion are desirable. Candidates must have an earned doctorate, extensive experience in university teaching and doctoral advisement, an ongoing research agenda, and a developed record of research publications.

Application screening will start on May 15, 1992 and continue until the position is filled. The appointment will begin on July 1, 1992 and January 1, 1993. Please send applications, nominations, and inquiries to Dr. James Walsh, Associate Dean, Syracuse University, Health & Physical Education, 130 Comstock Avenue, Syracuse, NY 13244-5040 or call (315) 487-4820. Candidates should include a letter of application, curriculum vitae, and three references. Salary is commensurate with experience.

Syracuse University is an Equal Opportunity/Affirmative Action Employer.

## GOLDEN GATE UNIVERSITY

Since 1901, Golden Gate University has been providing students with academic excellence and faculty with a professional environment in which they can excel. As a private, non-profit institution, we offer degree programs through the doctoral level and currently serve some 8,000 students. In addition to our downtown San Francisco campus, we operate several branches throughout California.

Marketing  
Department Chairperson,  
Assistant/Associate Professor

We're actively seeking a hands-on Department Chairperson to enhance our existing Marketing program. You will develop and evaluate the marketing curriculum, as well as teach both graduate and doctoral-level marketing courses. The Chairperson is also responsible for academic oversight, student consultations, administration and promotion of the Marketing Department.

Position requires an earned Ph.D. Salary commensurate with academic/professional experience. Position will remain open until filled. Please send letter of application and resume to: H. Barnes, Personnel Department, Golden Gate University, 536 Mission Street, San Francisco, CA 94105. EOE.

will demonstrate excellent teaching, an ability to lead, a commitment to scholarship, and a record of research. The successful candidate will have a Ph.D. in Marketing and at least three years of teaching experience in marketing. Send resume and three letters of reference to: H. Barnes, Personnel Department, Golden Gate University, 536 Mission Street, San Francisco, CA 94105. EOE.

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## UNIVERSITY OF GUAM

University of Guam—Assistant to Associate Professor of Art, One, two, or three years, tenure or non-tenure track position. Salary range \$24,307-\$58,327 per academic year. Start August 1992. M.F.A. in Painting, Drawing, or Graphics required. Teaching and/or professional experience at the college/university level, active exhibition record, and multicultural experience required. Interest in and knowledge of Pacific cultures desirable. Responsibilities for teaching non-majors. Additional responsibilities include the normal committee and academic duties. Strong communication skills and ability to work closely with a department that includes diverse approaches and views. Submit resume/request transcripts, 20 slides of own work and work of students if available, include three letters of recommendation and official graduate record. Send letter of application, curriculum vitae, and three letters of recommendation. Screening will begin May 15 and continue until suitable candidate found. The University of Guam encourages applications from women and minority candidates. Lewis Lukowitz, Chair, Painting Search Committee, c/o Personnel Services Division, UOG Station, Mangilao, Guam 96923. For more information, call (671) 724-5103/9535 or call Dr. John Rider toll free at 1-800-821-9233. EEO/AAE.

## PSYCHOLOGY

Department of Humanities,  
Social Sciences, and Communication  
OMI College of Applied Science  
UNIVERSITY OF CINCINNATI

Assistant/Associate Professor, tenure-track position at the University of Cincinnati, OMI College of Applied Science in the Humanities, Social Sciences, and Communication Department beginning September, 1992. Emphasis on teaching undergraduate courses, including Managerial Psychology, Psychology of Work Teams, General Psychology, Developmental Psychology, Cognitive Psychology, others as needed by the Department and/or as developed by the candidate. Strong background in industrial-organizational and/or human factors psychology desirable. Demonstrated excellence in college-level teaching and Ph.D. in psychology required. ABD considered with appropriate experience. Willingness to give workshops and provide training to employees in business and industry desirable. Rank and salary dependent on qualifications and experience. Letters of application, vita, and three letters of recommendation to Melinda Smith, Affirmative Action Coordinator, OMI College of Applied Science, ML 103, 2222 Victory Parkway, Cincinnati, Ohio 45206-2822. Deadline: May 18, 1992.

For further information, contact:

Dr. Sam Geonetta — Department Head  
Humanities, Social Sciences, and Communication  
OMI College of Applied Science, ML 103  
2222 Victory Parkway  
Cincinnati, Ohio 45206-2822  
Phone: 513-536-6562

The University of Cincinnati is an Equal Opportunity Employer.

Nursing, Radiologic Technology  
and Respiratory Care

College instructors in Nursing, Radiologic Technology, and Respiratory Care. Classroom and clinical instruction in 2-year associate degree programs. Nursing: minimum master's and 2 years' clinical nursing practice. 9-month salary \$22-\$30,000; instructor: \$25-\$34,000, asst. prof.: commensurate with experience for senior rank. Position starts June 8 or Aug. 18, 1992, or Jan. 12, 1993.

Radiologic Technology: minimum master's degree and two years' experience as radiographer; higher qualifications preferred. Must be credentialed by ARRT. Educational methods experience/knowledge required. 12-month salary \$22-\$37,000. Position starts Aug. 18, 1992, or Jan. 12, 1993.

Respiratory Care: instructor: RRT with minimum master's degree in RT from traditional training program and 2 years' experience after graduation; higher qualifications preferred. 9-month salary \$25-\$30,000. Position starts Aug. 18, 1992, or Jan. 12, 1993. Director of Clinical Education: RRT with minimum master's degree in RT and minimum of four years' experience in respiratory care, (two years' teaching in accredited respiratory care program); higher qualifications preferred. 12-month salary \$32-\$37,000. Position starts as soon as possible, but no later than August 18, 1992.

Contact: Theresa H. deBeche, Head, Division of Nursing and Allied Health, Louisiana State University at Eunice, P.O. Box 11295, Eunice, LA 70535. Submit letter of application, resume, and names, titles, addresses, and phone numbers of three references. LSUE is an equal opportunity, affirmative action university.

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will demonstrate excellent teaching, an ability to lead, a commitment to scholarship











## GEORGETOWN UNIVERSITY LAW CENTER

### ASSISTANT DIRECTOR FOR STUDENT SERVICES

#### New Position

Georgetown University Law Center is seeking an Assistant Director for Student Services to oversee on-campus housing. Located a few blocks from the U.S. Capitol, the Law Center attracts students from over 250 colleges and universities including many foreign institutions. One of the largest law schools in the country, our community is both culturally and racially diverse, with substantial evening and graduate programs.

The Law Center will complete its Student Center by the Fall of 1993 and for the first time will offer on-campus housing to 300 students. We are seeking an individual experienced in the student housing field, and are particularly interested in candidates with experience in professional or graduate school housing.

The Office of Student Services is responsible for promoting an environment that creates a sense of community among the diverse groups represented in the Law Center student body, staff and faculty. Its programs and services are to enhance the academic mission of the Law Center by providing opportunities for leadership development and creative intellectual growth.

Duties include: management and administration of Student Center with apartments that house 300 students; selection, training, supervision and evaluation of staff; planning and policy formulation; interpretation and all disciplinary counseling; advising and student development; coordination of building services including mail room, computer room, copy room and exercise facility; and ensuring a living environment conducive to academic pursuits, social interaction and student development.

The position requires a Master's degree in Student Personnel, Higher Education or related field with a minimum of four years' housing management and supervisory experience. The position is a full-time, live-in salary negotiable depending upon experience. Competitive benefits package including tuition benefits.

Resumes, salary requirements and references should be sent no later than May 8 to:

Assistant Dean Everett Bellamy  
Georgetown University Law Center  
800 New Jersey Ave., NW  
Washington, DC 20001

Georgetown University is an Affirmative Action, Equal Opportunity Employer.

## SCHOOL ADMINISTRATION

### Fall 1992

The College seeks to fill a full-time, tenure-track position for an Associate Professor of Education and Coordinator of the Graduate Program in School Administration. Duties include teaching an appropriate number of courses within the Undergraduate and Graduate Programs as well as directing and supervising the activities of the Programs which lead to the Master of Education degree or the Certificate of Advanced Graduate Study in Education with an emphasis in School Administration. Doctorate in Education required; emphasis in secondary education preferred. Public school teaching and experience as an administrator serving K-12 students required; evidence of scholarly activities and experience with NCATE accreditation preferred. (Formal degree from an accredited institution in the discipline to be taught and six years of teaching experience, at least three of which must have been at an accredited college, minimum required.) Salary is dependent upon qualifications and experience. Submit letter of intent, curriculum vitae and the names, addresses and telephone numbers of three professional references to Professor W. David Englund, c/o Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325.

## Bridgewater STATE COLLEGE

History: History Department is seeking a full-time, tenure-track position for an Assistant Professor of History. The position is in the History Department and will involve teaching and supervising graduate students. The position is open to individuals with a Ph.D. in History and a minimum of three years of teaching experience. The position is open to individuals with a Ph.D. in History and a minimum of three years of teaching experience. The position is open to individuals with a Ph.D. in History and a minimum of three years of teaching experience.

## Assistant Director for Building Services

### UNIVERSITY STUDENT COMMONS

#### DIVISION OF STUDENT AFFAIRS

### Virginia Commonwealth University

The Assistant Director for Building Services is responsible for the daily operations of the University Student Commons, a 70,000 square foot college union facility with a \$1,180,000 renovation under construction to open in early 1993, on the Academic Campus of Virginia Commonwealth University. Responsibilities include: overall management; policy/procedure development and revision; financial management; policy/procedure development and revision; building/maintenance safety; master's degree and two postgraduate full-time experience in college union/student activities/education in building/maintenance safety; master's degree and two postgraduate full-time experience in college union/student activities/education in building/maintenance safety; master's degree and two postgraduate full-time experience in college union/student activities/education in building/maintenance safety.

For consideration, please forward a letter of application and two copies of your resume to:

## ASSOCIATE DIRECTOR TRUSTS AND BEQUESTS

THE UNIVERSITY OF MICHIGAN - Office of Development - The University of Michigan is seeking an Associate Director of Trusts and Bequests to assist in the planning and administration of the University's endowment funds. The position is open to individuals with a Ph.D. in Business Administration or a related field and a minimum of five years of experience in the field of trusts and bequests.

Desired qualifications include a Bachelor's Degree in Business Administration or related field; considerable experience in charitable fund-raising; considerable knowledge of development programs and the law; accounting and legal aspects of charitable planning; giving; to university field experience in public speaking at a working knowledge of computers. Must be able to travel extensively.

The University offers competitive salaries and an outstanding staff benefits program including 5 week paid vacation, comprehensive health care coverage, group term life insurance, dental assistance plan, an exceptional retirement program featuring immediate vesting.

For consideration, please forward a letter of application and two copies of your resume to:

The University of Michigan  
Employment Services  
2031 "ADT"  
Administrative Services Bldg.  
Ann Arbor, MI 48106-1432

A non-discriminatory, affirmative action employer.

## UNIVERSITY OF FLORIDA

### Associate Director of Physical Plant for Architecture and Engineering

The University of Florida's Physical Plant Division has a current opening for an Associate Director. The University of Florida is a land-grant institution, affiliated with the Association of American Universities (AAU). Dedicated to teaching, research, and extension, the University has a student enrollment of 34,000 and employs approximately 11,000 faculty and staff.

The Physical Plant Division, with over 800 employees and an operating budget of \$30 million, is responsible for facilities functions including building and grounds maintenance, utilities, telecommunications, custodial, and architectural and engineering services.

The Associate Director for Architecture and Engineering works for the Director and assists the Director in management of the Division. This position requires a Ph.D. in Architecture or Engineering, a minimum of five years of experience in the field, and a minimum of five years of experience in the field of architecture and engineering.

AA/EEO

History/International Studies Third World, Latin American, and Asian Studies. The position is open to individuals with a Ph.D. in History or International Studies and a minimum of five years of experience in the field.

Hotel/Restaurant Management University of Houston, Associate Dean for Graduate Studies and Research, College of Hotel and Restaurant Management. The position is open to individuals with a Ph.D. in Hotel/Restaurant Management and a minimum of five years of experience in the field.

Humanities Faculty Position. The position is open to individuals with a Ph.D. in Humanities and a minimum of five years of experience in the field.

Human Services Assistant/Associate Professor. The position is open to individuals with a Ph.D. in Human Services and a minimum of five years of experience in the field.

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Human Services Assistant/Associate Professor. The position is open to individuals with a Ph.D. in Human Services and a minimum of five years of experience in the field.

## SYSTEMS LIBRARIAN FOR TECHNICAL SERVICES AND COLLECTION DEVELOPMENT

### Washington Research Library Consortium

The Washington Research Library Consortium (WRLC) is a non-profit organization dedicated to the development and maintenance of a shared library system for the research community. The Consortium is seeking a Systems Librarian for Technical Services and Collection Development to oversee the technical services and collection development of the Consortium's libraries.

The position is open to individuals with a Ph.D. in Library Science and a minimum of five years of experience in the field of technical services and collection development.

WRLC is an equal opportunity employer.

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## Western State College of Colorado

### DIRECTOR OF FINANCIAL AID

The Director of Financial Aid reviews and implements institutional policies affecting a large portion of the College's budget. The Director will play a key role in student recruitment, retention, and institutional strategic planning. Responsibilities include managing daily office operations, counseling students and parents, interpreting federal and state regulations, directing an aggressive institutional workstudy program, and supervising and training staff.

Those interested in applying or being nominated should:

- have a Bachelor's degree and at least five years' administrative experience in financial aid—experience with Colorado regulations is preferred;
- have a strong commitment to liberal arts;
- have a thorough understanding of automated systems;
- have experience with directing multi-million dollar federal, state, and institutional programs; and
- have proven ability to develop financial aid strategies, procedures and policies.

Western State College of Colorado is a public liberal arts institution with approximately 2,500 students and 116 faculty members. There are 21 majors, including the professional disciplines of education, business and recreation. The College is located in Gunnison, a mountain town of 4,600, two hundred miles southwest of Denver.

The College strongly encourages the application of women and minorities. Salaries and benefits are competitive.

Applications and nominations are due May 22, 1992 with the appointment to begin as soon as possible after selection.

Applicants should include a letter of interest, a resume and five references, none of whom will be contacted without the permission of the candidate. Please send applications to:

Chair, Search Committee  
208 Taylor Hall  
Western State College  
Gunnison, Colorado 81231

Western State College, one of four of the State Colleges of Colorado, is an Affirmative Action, Equal Opportunity Employer.

Western State College of Colorado, Gunnison, Colorado 81230

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Western State College of Colorado, Gunnison, Colorado 81230

## KNOX COLLEGE

### ADMISSION

Knox College invites applications and nominations for the position of Assistant Director of Admission. The position is open to individuals with a Ph.D. in Education and a minimum of five years of experience in the field of admission.

The position is open to individuals with a Ph.D. in Education and a minimum of five years of experience in the field of admission.

Knox College is an equal opportunity employer.

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## Challenges here are as endless as your imagination.

If you're seeking an extraordinary challenge, come to Los Alamos National Laboratory. As one of the world's most advanced scientific facilities, we're on the cutting edge of research, utilizing some of the most advanced systems and tools found anywhere.

## We're Los Alamos.

### Group Leader Laboratory Outreach Public Affairs Organization

In this position, you will report to the Public Affairs Office Director and will manage and provide support for Community Relations and the Graduate Science Museum. Responsibilities include designing/implementing cost effective programs and having fiscal and personnel management responsibility for the group. You will also be responsible for non-media communications programs, evaluating/reporting on public opinion related to the Laboratory, coordinating programs to enhance public support, and closely interfacing with Laboratory personnel, community leaders and public interest groups. In addition, you will represent the Public Affairs Office in local/state/national meetings and conferences and will implement AA/EEO, ES&H, CQI and employee development programs.

To qualify, you must have strong leadership and problem-solving skills, a history of successful fiscal management, effective interpersonal/oral/written communication skills and the ability to define, interpret and present statistical data. Sensitivity to public opinion and the skills to resolve complex and controversial matters are also necessary. Experience with public affairs and knowledge of DOE, UC and Laboratory policies/procedures desired. This position requires a Master's degree in a public relations-oriented field or the equivalent combination of education and experience.

To formally apply for this position, interested candidates should forward a resume to Mary Cassidy (MS P280), Personnel Services Division 2023-MISO-030, Los Alamos National Laboratory, Los Alamos, NM 87545. Affirmative Action/Equal Opportunity Employer. Must be able to obtain a Department of Energy Security Clearance.

## Los Alamos NATIONAL LABORATORY

### KinderCare seeks a CURRICULUM COORDINATOR

The nation's largest child care provider with corporate headquarters located in Montgomery, AL is seeking a Curriculum Coordinator in its Education Department in Montgomery.

- Requires an M.A. or M.Ed. degree in Early Childhood Education, Elementary Ed or related field, Ph.D. preferred;
- Requires previous experience in curriculum development and training;
- Must have strong creative abilities, particularly in the areas of song writing, activities and games for young children;
- Must work well on a team and relate well to field personnel;
- Requires strong written and oral communication skills and computer skills;
- Travel is required.

This is a unique employment opportunity to join KinderCare, people making a difference for people. Qualified candidates should submit a resume/please call to phone call to:

Curriculum Coordinator  
KinderCare  
P.O. Box 2151  
Montgomery, AL 36102-2151

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Diagnostic Instrumentation  
and Analysis Laboratory

## MISSISSIPPI STATE UNIVERSITY

### Marketing Development Officer

Mississippi State University is seeking a skilled individual to serve as Marketing Development Officer for the Diagnostic Instrumentation and Analysis Laboratory (DIAL). This officer will report to the Director of DIAL, who is one of MSU's most prestigious research laboratories. DIAL is an interdisciplinary group of engineers and scientists who have developed a state-of-the-art, laser-based diagnostic instrument to measure critical combustion parameters in any type of combustion engine. The laboratory is undertaking two major initiatives: the construction of a new building and initiation of a cooperative venture with a major Department of Energy Laboratory.

Candidates for this full-time, twelve-month, professional position should have at least three years' experience in higher educational fund raising, or equivalent experience in sales, business, or related fields. The ideal candidate would also possess a background in an engineering or scientific field. A bachelor's degree is required. It is preferred that candidates have a proven record of successful fund-raising experience in major corporate, educational, and public administration. Leadership and public relations skills. Salary is commensurate with qualifications and experience.

Candidates must also have good communication and writing skills, and be willing to travel extensively.

Mississippi State University, a land grant institution founded in 1878, is a member of the Southern Association of Colleges and Universities. The University has an enrollment of over 14,000 students and is a major annual budget of over \$200 million.

Interested applicants should submit a letter of application, a copy of their resume, and a list of at least three references to:

Steve Shepard, Director of DIAL  
Mississippi State University  
P.O. Drawer 1111  
Mississippi State, Mississippi 39762-5932

Applications will be accepted until the position is filled. The selection process is expected to be completed by June 1, 1992, and assignment to begin on or before July 1, 1992.

Mississippi State University is an Equal Opportunity,  
Affirmative Action Employer

## Research Design Expert

The world's leading media research and consulting firm is expanding again, and we're seeking an acknowledged expert in survey research design. Our growing world-wide client base requires the very latest in survey research methodologies, and we require your expertise to enhance our already sophisticated audience measurement techniques.

For the past 35 years, Frank N. Magid Associates has been serving broadcasters, networks, publishers, and commercial clients. Our world headquarters is located in a suburb of Cedar Rapids, Iowa, one of America's most livable cities and home to several world class colleges and universities.

Minimum qualifications for this newly created position are a PhD in the social sciences, or a statistical field, a proven reputation as an innovator in behavioral, attitudinal, perceptual or psychological research design, strong desire to move your laboratory expertise into commercial applications; extensive experience in survey design. Please respond in confidence including your curriculum vitae, references, and most recently published writing to: Debra Lucken, Human Resources Manager.

Frank N. Magid Associates, Inc. • One Research Center • Moline, Iowa 52902

An Equal Opportunity Employer

Library Assistant Librarian. Wesleyan College is seeking an assistant librarian to be responsible for collection, circulation, student assistance, interlibrary loan, and bibliographic instruction. Candidates to be considered must have a minimum of two years' experience in a college or university library setting. The position is located in the Southern, Wesleyan is a women's college. The position is a full-time position beginning July/August, 1992. Salary range is \$18,000 to \$22,000. Please send resume and references to: Dr. Carol Brown, Dean, Wesleyan College, 1750 Forsyth Road, Macon, Georgia 31201. Women and minorities are encouraged to apply. AA/EEO.

Library Head, Circulation Division. Princeton University Libraries. Responsible for planning, supervising, and directing the activities of the Circulation Division. The position is located in the Princeton University Libraries, 307 GFD, Princeton, NJ 08540. The position is a full-time position beginning July/August, 1992. Salary range is \$22,000 to \$28,000. Please send resume and references to: Dr. Carol Brown, Dean, Wesleyan College, 1750 Forsyth Road, Macon, Georgia 31201. Women and minorities are encouraged to apply. AA/EEO.

## The University of Chicago Graduate School of Business

### Applications are invited for the position of

## DIRECTOR OF DEVELOPMENT AND ALUMNI AFFAIRS

The Director is the chief development officer for the Graduate School of Business and reports directly to the Dean of the School. The Director is responsible for providing leadership and administrative direction to a staff of 30, thereby managing a comprehensive alumni and development program that includes the following areas: administrative services, advocacy, alumni affairs, alumni career management, annual fund, conferences, and special events, corporate relations, and major gifts. The Director is actively involved in the cultivation and solicitation of major gift prospects. The Director is also responsible for launching a capital campaign for the purpose of building a new dormitory and for the renovation of existing dormitories. The Director will be the key player in the strategies and solicitations for this effort. The campaign is one component of the University of Chicago's Centennial Campaign.

The successful candidate will have a strong background in senior level fund raising and team management, ideally in an institution of higher education. The candidate must possess strong communication skills, a willingness to travel, an ability to function as a team player, and the high energy level necessary to succeed in the intense, dynamic organization that is the Graduate School of Business.

Salary is commensurate with experience.

Please submit a resume to Ms. Dery S. Sweetland, University of Chicago Graduate School of Business, 1101 East 58th Street, Chicago, Illinois 60637.

The University of Chicago Graduate School of Business is an affirmative action, equal opportunity employer.

## DIRECTOR OF TECHNOLOGY

### Northwestern State University of Louisiana

Qualifications: M.A./M.S. required, Doctorate preferred. Major fields of study preferred include instructional technology, telecommunications, abilities in management of programs, facilities, and human resources. Demonstrated interpersonal skills. Experience in higher education in instructional technology and telecommunications and commercial selection. Additional experience in supervisory and/or management position. Responsibilities: Development, management, and promotion of Technology at Northwestern State University, delivering services to various personnel, budget, facilities, and services associated with the Center for Technology. Additional responsibilities include: planning, developing, and implementing technology programs; supervising staff; and managing the Center's budget. Applications: Send letter of application, resume, transcripts, three letters of recommendation, and additional references by April 30, 1992 to Dr. Robert A. Aloni, President, Northwestern State University, Natchitoches, LA 70497. Illustrative materials and resume tape will be requested as needed from top candidates.

NORTHWESTERN STATE UNIVERSITY IS AN AFFIRMATIVE ACTION,  
EQUAL OPPORTUNITY EMPLOYER

## DIRECTOR OF DEVELOPMENT

Northwood Institute, the leading college of practical business management for women, is seeking a highly qualified individual to lead its development efforts. The position is located in the Northwood Institute, 1100 Northwood Drive, Northwood, Michigan 49632. The position is a full-time position beginning July/August, 1992. Salary range is \$22,000 to \$28,000. Please send resume and references to: Dr. Carol Brown, Dean, Wesleyan College, 1750 Forsyth Road, Macon, Georgia 31201. Women and minorities are encouraged to apply. AA/EEO.

Northwood Institute is an Equal Opportunity Employer.

## Northwood The Business Management College for a Free Society

Effective oral and written communication skills; ability to establish and maintain effective working relationships; flexibility in adapting to changing circumstances; ability to manage and coordinate staff; ability to develop and implement plans; ability to evaluate and improve performance; ability to work under pressure; ability to work with diverse groups; ability to work with the public; ability to work with the media; ability to work with the government; ability to work with the private sector; ability to work with the non-profit sector; ability to work with the academic sector; ability to work with the business sector; ability to work with the community; ability to work with the world.

Lists of the latest books of interest to Academic—  
scholarly books and books  
about higher education—  
every week in The Chronicle.

## DIRECTOR OF STUDENT FINANCIAL SERVICES

Loyola University Chicago seeks a dynamic, management professional for the position of Student Financial Services. This position is responsible for all accounting, billing and collection of all student receivables and loan funds and for the development, coordination, and evaluation of all student financial services. The position is also responsible for the development, coordination, and evaluation of all student financial services. The position is also responsible for the development, coordination, and evaluation of all student financial services.

The qualified individual will have an MBA in accounting, a strong interpersonal skills, and a commitment to service excellence. The position is also responsible for the development, coordination, and evaluation of all student financial services.

Loyola offers a comprehensive benefit package including tuition remission for employees' dependents. Salary commensurate with experience. For consideration forward resume to: Fran Havin, Human Resource Manager, 2100 S. Ave., Maywood, IL 60151.



2100 South Ave.  
Maywood, IL 60151

## Sam Houston State University Department of Residence Life

### Residence Hall Director

Sam Houston State University, with 16,000 students, 79 graduate programs, is the 10th largest state university in the United States. The university is located in Houston, Texas, and is a member of the Southern Association of Colleges and Universities. The university has an enrollment of over 14,000 students and is a major annual budget of over \$200 million.

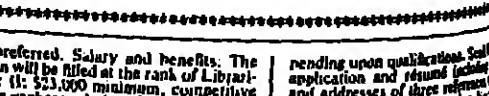
The Department of Residence Life is responsible for all campus housing services, programs, and administrative procedures, and supervises three full-time professional staff (five-in-one), maintenance staff, custodial contractor, secretary, and 20 Resident Advisors.

Duties include staff selection and training, educational programming, publications, equipment/furniture purchasing, and work order procedures. The Director is also an important liaison to the Counseling Center, Student Activities, and other Student Affairs services.

Qualifications include a masters degree in Student Personnel or related field plus at least three years full-time residence life/housing experience. Prefer experience in staff supervision, programming, and facilities management. Starting date: June 1 (negotiable), 12 month position. Salary: mid high \$20's.

Application deadline: April 20, 1992. To apply send letter of application, resume, and three names/addresses of references to: Emory University, Employment Center, 1762 Clifton Road, Atlanta, GA 30322, Ref. No. N-190-4528B.

Emory University is an Equal Opportunity, Affirmative Action Employer.



Emory University is an Equal Opportunity, Affirmative Action Employer.

Library Special Collections Librarian. The University of North Texas is seeking a highly qualified individual to lead its special collections efforts. The position is located in the University of North Texas, 1100 Northwood Drive, Northwood, Michigan 49632. The position is a full-time position beginning July/August, 1992. Salary range is \$22,000 to \$28,000. Please send resume and references to: Dr. Carol Brown, Dean, Wesleyan College, 1750 Forsyth Road, Macon, Georgia 31201. Women and minorities are encouraged to apply. AA/EEO.

## BULLETIN BOARD: Positions available

## DIRECTOR OF AQUATICS

### Auburn University

Auburn University is currently seeking applications for the position of Director of Aquatics.

Auburn University is constructing a state-of-the-art Aquatics Center which will include an indoor Olympic-sized competition pool and an outdoor diving area complete with springboards and a 10-meter platform. The facility has been designed utilizing the latest technology to make it one of the "best" pools in the nation. Construction is scheduled to be complete during Spring 1993. As a part of this approximately \$11 million project, an existing 8-lane, 25-meter indoor pool will be renovated and included in the Aquatics Center project. The expected completion date is Fall 1993.

Responsibilities: The Director of Aquatics is responsible for the following: ensuring that the facility is kept in a state of good repair and readiness through a program of preventive/scheduled maintenance; assuring optimum utilization of the facility and highest level of safety; providing services for users; coordinating with user groups, intercollegiate athletes, student athletes and academics to establish schedules, set levels of support, determine policies/procedures for user/provider relationships; coordinating "event day" activities with appropriate Athletic Department staff; managing Aquatics Center budget; supervising Aquatics Center staff members; establishing and enforcing procedures/rules for safety in and around the facility; attracting, promoting, and organizing special events/programs; and recommending overall management goals/objectives for the Aquatics Center.

Qualifications: Minimum qualifications include appropriate BS/BA degree and five years of progressively responsible experience in management for facilities, organized sports and recreation, and/or business. The candidate must demonstrate strong management/leadership skills and show evidence of ability to communicate effectively with a wide variety of individuals. Experience in an educational setting is preferred.

Send letter of interest, resume, and the names, addresses, and phone numbers of three professional references to:

Search Committee, Aquatics Director  
Facilities Division  
Auburn University, AL 36849-5514

Auburn University is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

## DIRECTOR OF RESIDENCE LIFE

### OXFORD COLLEGE OF EMORY UNIVERSITY

Oxford College is the two-year undergraduate division of Emory University located 30 miles east of Atlanta near Covington, Georgia. Oxford offers a competitive liberal arts curriculum for 520 freshmen and sophomore students. Practically all Oxford students live on campus in one of seven residence halls, providing both single sex and coed living arrangements.

The Director of Residence Life is responsible for all campus housing services, programs, and administrative procedures, and supervises three full-time professional staff (five-in-one), maintenance staff, custodial contractor, secretary, and 20 Resident Advisors.

Duties include staff selection and training, educational programming, publications, equipment/furniture purchasing, and work order procedures. The Director is also an important liaison to the Counseling Center, Student Activities, and other Student Affairs services.

Qualifications include a masters degree in Student Personnel or related field plus at least three years full-time residence life/housing experience. Prefer experience in staff supervision, programming, and facilities management. Starting date: June 1 (negotiable), 12 month position. Salary: mid high \$20's.

Application deadline: April 20, 1992. To apply send letter of application, resume, and three names/addresses of references to: Emory University, Employment Center, 1762 Clifton Road, Atlanta, GA 30322, Ref. No. N-190-4528B.

Emory University is an Equal Opportunity, Affirmative Action Employer.



Emory University is an Equal Opportunity, Affirmative Action Employer.

Library Special Collections Librarian. The University of North Texas is seeking a highly qualified individual to lead its special collections efforts. The position is located in the University of North Texas, 1100 Northwood Drive, Northwood, Michigan 49632. The position is a full-time position beginning July/August, 1992. Salary range is \$22,000 to \$28,000. Please send resume and references to: Dr. Carol Brown, Dean, Wesleyan College, 1750 Forsyth Road, Macon, Georgia 31201. Women and minorities are encouraged to apply. AA/EEO.

## SANTA CLARA UNIVERSITY

### Director of Financial Planning and Budgeting

Santa Clara University seeks applications and nominations for the position of Director of Financial Planning and Budgeting. The position reports to the Vice President for Business and Finance and is the primary staff position responsible for resource allocation and financial planning. The Director will work with the President's Council and the University Budget Committee in the preparation of capital and operating budgets and be responsible for financial analysis and strategic financial planning. A bachelor's degree in business, accounting or a closely related field and considerable experience in financial management in a complex organization are required. An MBA and university experience are desirable. The successful candidate will possess excellent communication and presentation skills and have demonstrated managerial and supervisory experience.

Santa Clara is a Jesuit, Catholic comprehensive university located in the heart of Silicon Valley. Founded in 1851, it is the oldest institution of higher education in California. Current enrollment is 7,700 undergraduate, graduate and professional students. Santa Clara has an annual operating budget of \$115 million and an endowment of \$135 million.

Applications received by May 15, 1992 will be assumed confidential. To apply send a letter of application, resume and the names and telephone numbers of three references to:

Human Resources Management Department  
Santa Clara University  
500 El Camino Real  
Santa Clara, California 95053

Santa Clara University is an equal opportunity, affirmative action employer, committed to excellence through diversity. In this spirit, particularly welcomes applications from women, persons of color, and members of other under-represented groups.

## Associate Director - Maintenance Services

### Department of Physical Plant Services

### Goucher College

The Department of Physical Plant Services is responsible for providing principal facilities management services for 600,000 square feet in 23 buildings. Associate Director-Maintenance Services establishes and reviews service standards, performance criteria, and workmanship expectations for staff of 20 trades workers; reviews existing programs to ensure effective delivery of services; analyzes and projects repair and replacement, including development of a multi-year facilities renewal and deferred maintenance program; ensures compliance with building codes and interfaces with consultants; reviews with staff involved and ongoing maintenance deficiencies and reports work or funding as needed to respond to critical or unforeseen problems; acts as department liaison and director's representative with major campus and off-campus agencies.

Requirements: Bachelor's Degree in construction or engineering field; minimum of seven years of full-time involvement in the management of full range of maintenance services. Minimum of four years in supervisory position. Preferred: Supervisory experience on a college or university campus. Experience with energy conservation, automated facilities management, computerized work management systems, inventory, scheduling, environmental regulations and financial systems.

Send letter of application with resume by Monday, May 4, 1992 to Lee Stevens, Director of Personnel Services, Goucher College, 1021 Dulany Valley Road, Towson, MD 21204, EOE.

## DIRECTOR OF PHYSICAL PLANT

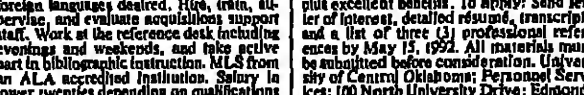
Northwestern Montana College is seeking an experienced and qualified professional to direct the Physical Plant Department. The Physical Plant Director will report to the Director of Fiscal Affairs and will be responsible for providing planning, direction, and coordination of total campus facilities maintenance including supervision of maintenance services, security, and safety.

The Director is also an important liaison to the Counseling Center, Student Activities, and other Student Affairs services. The Director is also an important liaison to the Counseling Center, Student Activities, and other Student Affairs services.

Qualifications include a masters degree in Student Personnel or related field plus at least three years full-time residence life/housing experience. Prefer experience in staff supervision, programming, and facilities management. Starting date: June 1 (negotiable), 12 month position. Salary: mid high \$20's.

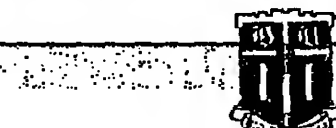
Application deadline: April 20, 1992. To apply send letter of application, resume, and three names/addresses of references to: Emory University, Employment Center, 1762 Clifton Road, Atlanta, GA 30322, Ref. No. N-190-4528B.

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## SR. ASSOCIATE DIRECTOR Office of Undergraduate Admissions

Duke University seeks an experienced admissions professional to serve in a senior leadership role in the Office of Undergraduate Admissions.

The Senior Associate Director will have the following responsibilities: serve with the Senior Associate Director for Operations on the Director's Management Team; direct professional staff and immediate support personnel and manage a team of four associate directors; assist the Director in managing the selection of first-year and transfer students; and in the general planning of recruitment activities; oversee ongoing recruitment initiatives and coordinate staff travel assignments; coordinate ongoing research projects and work with the Director and other staff members to develop and implement new research initiatives; coordinate and review applications of athletes in non-revenue sports; and perform other duties as assigned by the Director of Undergraduate Admissions.

Candidates should have at least 5 years in selective college admissions or related experience. A Bachelor's degree is required and work beyond the undergraduate level is desirable, but not required. Must be willing to manage a heavy workload, to balance competing priorities, and to work effectively with a wide range of individuals. Initiative, flexibility, and a sense of humor are essential. Starting salary is competitive and commensurate with experience. Interested candidates should send resumes and names of 3 references to: Search Committee, Senior Associate Director, Office of Undergraduate Admissions, 2138 Campus Drive, Duke University, Durham, NC 27798.

## Duke University

Duke University is an Equal Opportunity/Affirmative Action Employer.

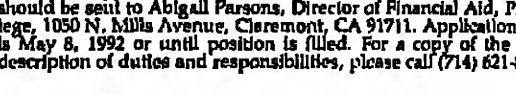
## PITZER COLLEGE

### DIRECTOR OF ADMISSION

Pitzer College is accepting applications for the position of Director of Admission. This is a full-time position reporting to the Dean of Admission. The primary responsibilities for the Director include helping to create an environment within the Office of Admission in which everyone can perform to their full potential. The Director also promotes close, effective relationships between the Office of Admission and those with whom it works. The Director of Admission must be able to work well with individuals as well as to manage groups. Excellent communication skills, interpersonal understanding, interdisciplinary study, and a sense of social responsibility. Pitzer College adheres to the letter and spirit of Affirmative Action and Equal Opportunity. It particularly encourages applications from racial and ethnic minorities and women.

Salary is competitive and commensurate with experience. Letters of application, resume, and two letters of recommendation should be sent to Abigail Parsons, Director of Financial Aid, Pitzer College, 1050 N. Mills Avenue, Claremont, CA 91711. Application deadline is May 8, 1992, until position is filled. For a copy of the complete description of duties and responsibilities, please call (714) 621-8208.

Pitzer College is an Equal Opportunity Employer.



Pitzer College is an Equal Opportunity Employer.

Library Special Collections Librarian. The University of North Texas is seeking a highly qualified individual to lead its special collections efforts. The position is located in the University of North Texas, 1100 Northwood Drive, Northwood, Michigan 49632. The position is a full-time position beginning July/August, 1992. Salary range is \$22,000 to \$28,000. Please send resume and references to: Dr. Carol Brown, Dean, Wesleyan College, 1750 Forsyth Road, Macon, Georgia 31201. Women and minorities are encouraged to apply. AA/EEO.







## ECKERD COLLEGE ST. PETERSBURG, FLORIDA

### DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING

Description: The Director of Institutional Research and Planning reports to the President and is responsible for the Institutional Research Program of Eckerd College and for staffing and coordinating all long range planning of the College. The position involves assignments related to key aspects of the operation of the College, including:

1. continuous evaluation of the impact of Eckerd College and its programs on students as a basis for setting priorities for educational program development and research, and for conducting related studies;
2. coordination of all institutional research and long range planning at Eckerd College;
3. assurance of compliance with SACS Section III: Institutional Effectiveness of the Accreditation Standards;
4. communication of current developments in higher education as background for Eckerd College program evaluation and innovation;
5. development of proposals and position papers as stimulus for discussion of Eckerd College's purposes, educational assumptions and principles, and program effectiveness, and to stimulate proposals for educational experimentation;
6. maintenance of comparative data on selected peer institutions and longitudinal data for Eckerd College for use in planning;
7. work on special assignments of value to the College.

Qualifications: Ph.D. preferred, with expertise in the psychology of learning, human development, educational research, plus evidence of understanding the functioning of a liberal arts college. Eckerd College, located in St. Petersburg, Florida, is a selective, private, liberal arts college with 1,800 undergraduate residential students, and over 1,000 adult part-time students. Eighty-eight full time faculty members deliver a comprehensive curriculum including general education, liberal arts, and professional programs. The college is related by covenant to the Presbyterian Church.

The application deadline is May 15 for position starting August 1, 1992. Salary is commensurate and commensurate with experience, and includes excellent benefits. Nominations are welcome. Applications including a letter of application, curriculum vitae, and three current letters of reference should be directed to:

John Fry, Executive Assistant to the President  
Eckerd College  
4200 5th Avenue South  
St. Petersburg, Florida 33711

Equal Opportunity Employer

## THE AMOS TUCK SCHOOL OF BUSINESS

### TUCK

#### Director of Admissions

The Amos Tuck School is seeking a Director of Admissions who will have responsibility for the recruitment, selection and enrollment of students. The Director of Admissions administers the admission and decision process for approximately 2,500 MBA applicants for a class of 720 places and works closely with the Faculty/Administrative Selection Committee in setting admission policy.

MBA and/or corporate experience desirable. Previous MBA admissions experience preferred. Good judgment and strong interpersonal, administrative and communication skills are essential. Submit resume, cover letter and salary expectations to Executive Office, Amos Tuck School of Business Administration, Dartmouth College, Hanover, NH 03755.

## Dartmouth College

An Affirmative Action Equal Opportunity Employer. Women and minorities are encouraged to apply.

Physical Therapy: Program Head, Physical Therapist Assistant, Whitewater Community College seeks to hire a Physical Therapist Assistant. The Program Head is to provide leadership for the college's A.S. Physical Therapist Assistant program. Responsibilities include curriculum development, classroom teaching, assistance in clinical supervision, advising students, and general college faculty activities. One position is available in the fall semester, 1992. Responsibilities include the occasional teaching of introductory anatomy courses and thermodynamics plus the regular teaching of electives and conceptual physics. The ability to teach basic physics and thermodynamics is a must. The position is a full-time position with a salary commensurate with experience. Send resume and references to: Dr. David C. Hines, Department of Physics, Whitewater Community College, 2000 East Main Street, Whitewater, WI 53190. Closing date: May 15, 1992. WCC is an Equal Opportunity, Affirmative Action Employer.

Physical Therapy: The College of Health at the University of North Florida in Jacksonville seeks to fill the position of Professor/Assistant Professor in the Physical Therapy program. Successful candidates must have a Ph.D. in Physical Therapy or related field, a minimum of a master's degree, doctorate preferred. Excellent opportunities for research, teaching and research in any one of the following areas: Biomechanics, Electromyography, Kinesiology, and related fields. Send resume and references to: Dr. David C. Hines, Department of Physical Therapy, University of North Florida, 6601 University Blvd., Jacksonville, FL 32216. Closing date: May 15, 1992. UNF is an Equal Opportunity, Affirmative Action Employer.

Physical Undergraduate Faculty: Position in physics begins Fall, 1992. Position will teach freshman physics, optics, dynamics, and electricity and magnetism. Ph.D. preferred and M.S. required. Send resume and references to: Dr. David C. Hines, Department of Physics, University of North Florida, 6601 University Blvd., Jacksonville, FL 32216. Closing date: May 15, 1992. UNF is an Equal Opportunity, Affirmative Action Employer.

Physiology Research: Coordinator of Research, Department of Manipulative Medicine, Northampton Community College. The Associate Director of Corporate and Foundation Relations is responsible for assisting in the planning and implementation of a strategic program to maximize corporate and foundation support for CSM. Reporting to the Director of Corporate/Foundation Relations, the Associate Director coordinates multi-faceted identification, cultivation, solicitation and stewardship of corporations and foundations. Colorado School of Mines is a leading institution for education and research in engineering and applied sciences related to minerals, energy, materials and environment. Corporate and Foundation support is a major component of CSM's development program, and a significant part of CSM's current capital campaign. Applications for this position should have a Bachelor's degree, with three to five years of professional development or related experience, preferably in higher education. Capital campaign experience is desirable. The successful candidate must demonstrate organizational skills, excellent written and verbal communications, and the ability to collaborate effectively with faculty and senior administrators, corporate and foundation officials, and key volunteers. Review of applications will begin May 15 and will continue until the position is filled. Send detailed resume, salary history, and cover letter to: Mr. Stephen P. Fougner, Director, Corporate and Foundation Relations, Institutional Advancement, Colorado School of Mines, 1811 Elm Street, Golden, Colorado 80401.

## Colorado School of Mines

### Associate Director of Corporate and Foundation Relations

The Associate Director of Corporate and Foundation Relations is responsible for assisting in the planning and implementation of a strategic program to maximize corporate and foundation support for CSM. Reporting to the Director of Corporate/Foundation Relations, the Associate Director coordinates multi-faceted identification, cultivation, solicitation and stewardship of corporations and foundations.

Colorado School of Mines is a leading institution for education and research in engineering and applied sciences related to minerals, energy, materials and environment. Corporate and Foundation support is a major component of CSM's development program, and a significant part of CSM's current capital campaign.

Applications for this position should have a Bachelor's degree, with three to five years of professional development or related experience, preferably in higher education. Capital campaign experience is desirable. The successful candidate must demonstrate organizational skills, excellent written and verbal communications, and the ability to collaborate effectively with faculty and senior administrators, corporate and foundation officials, and key volunteers.

Review of applications will begin May 15 and will continue until the position is filled. Send detailed resume, salary history, and cover letter to: Mr. Stephen P. Fougner, Director, Corporate and Foundation Relations, Institutional Advancement, Colorado School of Mines, 1811 Elm Street, Golden, Colorado 80401.

An Affirmative Action, Equal Opportunity Employer

### DIRECTOR of the RAMSEY REGIONAL ACTIVITY CENTER at WESTERN CAROLINA UNIVERSITY

Western Carolina University is seeking an experienced professional to fill the position of Director of the Ramsey Regional Activity Center. Reporting to the Vice Chancellor for Business Affairs, the Director is responsible for the overall operation of this 8,000 sq. ft. facility, multi-purpose area.

The Director will be in contact with all areas of the facility; supervises the permanent and part-time staff; administers the Center's budget; coordinates event services; consults with university and regional organizations on event production; develops and implements strategic planning; and serves as liaison with other university departments, community organizations, and the general public.

Qualifications: A baccalaureate degree in business, public administration or a related field is required. A minimum of three (3) years' experience in a supervisory position in a related field, designation as a Certified Facilities Executive (CFE), and substantial experience in a university facility are preferred qualifications.

Salary is commensurate with experience. Applications will be accepted until the position is filled, but review will begin May 15, 1992.

Candidates should send a current resume, letter of intent, salary history, and the names, addresses, and telephone numbers of three professional references to:

Office of the Vice Chancellor for Business Affairs  
H.R. Administration Building  
Western Carolina University  
Cullowhee, NC 28723

Western Carolina University is an Affirmative Action, Equal Opportunity Employer.

## Northampton Community College

### DIRECTOR OF ADMISSIONS

Northampton Community College invites nominations and applications for the position of Director of Admissions to be available July 1, 1992. The Director reports to the Dean of Students. The Director is responsible for the coordination of the recruitment program and works closely with other student affairs departments to assure a comprehensive recruitment effort.

Qualifications: The successful candidate will have a documented track record in managing a successful recruitment program, a commitment to a diverse student body, strong interpersonal and communication skills, an understanding of and commitment to the mission of a community college, experience with an integrated computer system. Candidates must have a minimum of a Master's degree. Five years of admissions experience is preferred. Candidates must be highly motivated and enjoy working in a fast paced, ever changing, and diverse environment. Send letter of application, resume and names, addresses and phone numbers of three references to: Personnel Office, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18017. Deadline is May 15, 1992 or until a suitable candidate is identified. NCC is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.



An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academe —

every week in The Chronicle.

## UAB

### SCHOOL OF NURSING THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

Invites applications for  
ASSISTANT PROGRAM DIRECTOR  
NURSE-MIDWIFERY

Exciting opportunity to facilitate a new educational program in nurse-midwifery (ACNM pre-accredited) in an outstanding School of Nursing. The Nurse-Midwifery Assistant Program Director is responsible for helping facilitate the operation and administration of a new and growing nurse-midwifery program within the graduate program of the University of Alabama at Birmingham School of Nursing. The five-quarter program is designed to prepare nurse-midwives to meet the health care needs of women and newborns in Alabama and the southeast region.

Applicants should hold a masters in nursing, a doctorate in nursing or a related field, and ACNM certification as a nurse-midwife. Educational and clinical experience in nurse-midwifery are required. Applicants should be active researchers. Administrative experience in an educational setting is preferred. Direct inquiries or correspondence to:

Dr. Carol Dashiff, Chair  
MSN Degree Program  
University of Alabama School of Nursing  
University of Alabama at Birmingham  
UAB Station  
Birmingham, AL 35294-1210  
205-934-6562

Equal Opportunity, Affirmative Action Employer

## UNIVERSITY OF MARYLAND College Park, Maryland

The University of Maryland College Park is seeking a Technical Consultant to provide legal support to members of the President's staff in a number of areas, including: initial review and drafting of proposed contracts; preparing correspondence; research; preparing material for the Office of the Attorney General; providing assistance to campus offices regarding federal, state, municipal and university regulations; policies; and representing the University in proceedings before federal and state agencies.

Also serves as Director of the Campus Classification Office, which determines in-state status for purposes in accordance with University and System-wide residence policy. Advises campus officials of the residency policy, evaluates student petitions for in-state status, and hears appeals of denials of in-state status.

The position requires a law degree, and the applicant must be admitted to practice before the highest court of the state; Maryland but not preferred. Two to five years' experience in the above areas; experience as counsel for a comparably sized state university strongly preferred. Proficiency in legal research, Constitutional law, contract review and negotiation, personnel administration, and procurement law is desired.

Salary to be negotiated based upon experience and qualifications.

Applications with resume, a listing of three references with phone numbers, and a writing sample consisting of a legal memorandum or a law review article should be received no later than May 1, 1992. Submit to:

Mr. Jack T. Roach, Senior Counsel  
Technical Consultant Search Committee  
Office of the President  
University of Maryland  
College Park, MD 20742

THE UNIVERSITY OF MARYLAND IS AN EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION EMPLOYER.

the Texas College of Osteopathic Medicine. Invitations or nominations are invited for a full-time, tenured, faculty position as Coordinator of Research in the Department of Manipulative Medicine. The successful candidate is expected to lead an independent research program in human work closely with clinical faculty members of the Department in establishing projects, research projects, and research results. The position is at the level of Assistant or Associate Professor, depending upon credentials. Applicants should have a Ph.D. in a related field, research experience related to the field of Manipulative Medicine, and a minimum of five years of research experience. Send resume and references to: Dr. J. R. Andrews, Chairman, Department of Manipulative Medicine, Texas College of Osteopathic Medicine, 3600 West Loop West, Houston, TX 77030. Closing date: May 15, 1992. The University is an Equal Opportunity Employer.

Political Science: The University of Maryland at College Park is seeking a Ph.D. in Political Science for a full-time, tenured position. The successful candidate will be responsible for teaching and research in the field of Political Science. The position is at the level of Assistant or Associate Professor, depending upon credentials. Applicants should have a Ph.D. in Political Science, and a minimum of five years of teaching and research experience. Send resume and references to: Dr. J. R. Andrews, Chairman, Department of Political Science, University of Maryland at College Park, College Park, MD 20742. Closing date: May 15, 1992. The University is an Equal Opportunity Employer.

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## DEPAUL UNIVERSITY

### ASSISTANT DIRECTOR OF STUDENT LIFE

The Assistant Director will plan, communicate and coordinate all Student Life programs for adult students. In addition, design, implement and evaluate co-curricular programs and services to meet the needs of DePaul's adult students which includes activities such as educational workshops, transitional programs and social programs. Other duties include co-chairing the University Adult Student Advisory Committee which coordinates university-wide services for adult students and coordinates regular meetings of the Adult Student Advisory Board. This person will also assist in the development, planning and implementation of the Student Life Department's strategic plan and serve on various University committees.

The ideal candidate will have a master's degree in College Student Personnel, Counseling or a related field; 2-3 years of professional experience in the areas of planning, administration and coordination of adult student programs; ability to effectively interact with students, faculty and staff and possess excellent oral and written communication skills.

Excellent benefits package includes: free tuition, basic hospitalization, 2 pension plans, 4 weeks vacation and more. Salary will commensurate with experience and education.

Qualified candidates please send a letter of application and resume to:

Peggy Clark  
Director of Student Life  
DePaul University  
2324 North Seminary, Room 318  
Chicago, IL 60614-3212

Application deadline: April 24, 1992

DEPAUL UNIVERSITY PRACTICES EQUAL OPPORTUNITY IN EMPLOYMENT AND EDUCATION. MINORITIES AND WOMEN ARE ENCOURAGED TO APPLY.

## Southwestern University

AT GEORGETOWN, TEXAS

Director of Public Relations: Southwestern University seeks an accomplished public relations professional to serve as a key member of the advancement team. The Director will be responsible for planning and implementing a communications program to raise visibility and position the university in regional and national markets. Areas of responsibility will include: a government relations, town-gown relations, marketing efforts, supervision of the news bureau, as well as direct support of admission and development goals. The Director advises the President and officers of the institution on public relations and communications issues and serves as the spokesperson for the university.

Qualifications should include a proven track record of success in higher education public relations, preferably in a small, liberal arts or sciences institution, as well as creativity, promotional instincts, planning and marketing expertise, and experience in working with national media. Three to five years' experience and a bachelor's degree are required; experience in and knowledge of liberal arts education are preferred.

Southwestern University is a selective undergraduate institution committed to broad-based liberal arts and sciences education. Affiliated with the United Methodist Church, it has over 1,200 students and a history of academic excellence. The university's endowment of more than \$126 million ranks among the highest in the nation in endowment per student. The University is located in Georgetown, Texas, 28 miles north of Austin, the state capital.

Deadline for applications is April 30, 1992. Send a letter of application, a resume, and the names, addresses, and telephone numbers of three references to the Office of Human Resources, Southwestern University, 1000 University Drive, Georgetown, TX 78626-0770. Southwestern University is an Affirmative Action, Equal Opportunity Employer.

Political Science: The University of Maryland at College Park is seeking a Ph.D. in Political Science for a full-time, tenured position. The successful candidate will be responsible for teaching and research in the field of Political Science. The position is at the level of Assistant or Associate Professor, depending upon credentials. Applicants should have a Ph.D. in Political Science, and a minimum of five years of teaching and research experience. Send resume and references to: Dr. J. R. Andrews, Chairman, Department of Political Science, University of Maryland at College Park, College Park, MD 20742. Closing date: May 15, 1992. The University is an Equal Opportunity Employer.

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## ALLIED HEALTH DIRECTOR

Moberly Area  
Community College

Position requires M.S.N., Master's R.N. license, Voc. Certification, Administrative and instructional experience preferred. Submit letter of application, resume, and three references to: Moberly Area Community College, 601 College Ave., Moberly, MO 65207. Equal Opportunity Employer

## IDAHO STATE UNIVERSITY

### STUDENT UNION PROGRAM DIRECTOR

Idaho State University, a state supported institution of 11,000 students, is seeking an experienced director who is committed to co-curricular learning and student development. This position reports to the Associate Director of the Student Union for Activities and Organizations.

Responsibilities include advising the Program Board with planning campus events and activities. Program Director also plans the publication of student handbooks, and the university activities calendar. Minimum qualifications include a Master's Degree in Student Personnel, Counseling, Higher Education or a related field and one year of full-time paid experience in Student Activities Programming; an understanding of the role of Student Activities in Higher Education plus strong communication skills. Knowledge of risk management principles, leadership skills and techniques and resources available from ACHA and NCA. Preference will be given to applicants with additional full-time student activities programming. Salary range \$25,000 to \$27,000.

To apply, send a cover letter, resume and the names, addresses and telephone numbers of three references to Ray Hunter, Personnel Director, Idaho State University, P.O. Box 8107, Pocatello, Idaho 83202. A representative will be available for preliminary interviews at the ACUJ convention. Job available July 1, 1992. For information call (208) 236-2317. Review of applications will begin on May 1, 1992 and continue until filled.

Idaho State University is an AA/EOE employer



Coverage of breaking news that affects higher education—from state capitals, academic conferences, and campuses throughout the country and the world —

every week in The Chronicle.

## NATIONAL CENTER FOR MINORITY SPECIAL EDUCATION RESEARCH AND OUTREACH HAMPTON UNIVERSITY

### Research Librarian

Serve as member of the central staff of a federally-funded project (Office of Special Education Programs, U.S. Department of Education) developed to increase participation of Historically Black Colleges and Universities and "other minority institutions" in the special education field. Duties include: research, demonstration, and development grants in special education and related fields.

Duties include: coordinating the work of a congressionally-mandated Hampton University research team on minority special education populations, conducting computer searches for project staff and participants, and developing and editing a newsletter describing project goals and activities.

The ideal candidate will have an undergraduate degree in special education, education, or the social sciences, hold a graduate degree in library science or a related field, and possess knowledge of computer search techniques and related fields. Excellent writing skills will also be required.

Appointment is on a yearly basis (subject to continued funding from the Office of Special Education Programs, U.S. Department of Education) and is expected to continue at least December, 1994. The starting salary range is \$27,000 to \$30,000 (12-month basis). Review of applications will begin on May 1, 1992 and will extend until the position is filled.

Applications, including a curriculum vitae, names, addresses, and telephone numbers of three references, should be forwarded to: Reginald Jones, Distinguished Professor and Director, National Center for Minority Special Education Research and Outreach, Department of Psychology, Hampton University, Hampton, VA 23061; telephone 804-727-5101.

### Collaborative Outreach Coordinator

Serve as member of the central staff of a federally-funded project (Office of Special Education Programs, U.S. Department of Education) developed to increase participation of Historically Black Colleges and Universities and "other minority institutions" in the special education field. Duties include: research, demonstration, and development grants in special education and related fields. The coordinator's major role will be to develop contractual relationships with the target institutions and to identify the kinds of technical assistance support needed to assist participating faculty in the development of plans and proposals for fundable research, development, and demonstration projects in special education and related fields.

The ideal candidate will have had work experience in and possess the ability to work effectively with administrators, faculty, and students in the target institutions. A Ph.D. or Ed.D. degree in Special Education, Educational Psychology, or a related field will also be required. Appointment is on a yearly basis (subject to continued funding from the Office of Special Education Programs, U.S. Department of Education) and is expected to continue at least December, 1994. The starting salary range is \$30,000 to \$35,000 (12-month basis). Review of applications will begin on May 1, 1992 and will extend until the position is filled.

Applications, including a curriculum vitae, names, addresses, and telephone numbers of three references, should be forwarded to: Reginald Jones, Distinguished Professor and Director, National Center for Minority Special Education Research and Outreach, Department of Psychology, Hampton University, Hampton, VA 23061; telephone 804-727-5101.

### Measurement and Evaluation Specialist

Serve as member of the central staff of a federally-funded project (Office of Special Education Programs, U.S. Department of Education) developed to increase participation of Historically Black Colleges and Universities and "other minority institutions" in the special education field. Duties include: research, demonstration, and development grants in special education and related fields.

Duties include providing assistance and consultation to individual projects in the development of evaluation and assessment instruments and plans, and in the development and execution of plans for evaluation of all Center activities.

The ideal candidate will possess a Ph.D. or Ed.D. degree in Psychology, Education, or related field with specialization in educational and/or psychological measurement and evaluation.

Appointment is on a yearly basis (subject to continued funding from the Office of Special Education Programs, U.S. Department of Education) and is expected to continue at least December, 1994. The starting salary range is \$30,000 to \$35,000 (12-month basis). Review of applications will begin on May 1, 1992 and will extend until the position is filled.

Applications, including a curriculum vitae, names, addresses, and telephone numbers of three references, should be forwarded to: Reginald Jones, Distinguished Professor and Director, National Center for Minority Special Education Research and Outreach, Department of Psychology, Hampton University, Hampton, VA 23061; telephone 804-727-5101.

## EXTENSION ADMINISTRATOR

Cornell Cooperative Extension, Cornell University, Ithaca, NY seeks candidates for a position in Extension Administration. The position involves planning, developing, evaluating and marketing diverse audiences throughout New York State. Work with faculty, Extension Associations throughout the state, agencies and organizations to improve the human condition and address contemporary issues. The position is a full-time position with a salary commensurate with experience. Send resume and references to: Mary Lou Drew, Assistant Director, 354 Robert Hall, Cornell University, Ithaca, NY 14853. (607) 255-2231. EOE.

Psychology: The University of North Alabama seeks the availability of a full-time position in the Department of Psychology. The position is a full-time position with a salary commensurate with experience. Send resume and references to: Mary Lou Drew, Assistant Director, 354 Robert Hall, Cornell University, Ithaca, NY 14853. (607) 255-2231. EOE.

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## DIRECTOR UNIVERSITY HEALTH SERVICES

The University of Northern Iowa is seeking a Director of University Health Services, one of nine departments in the Division of Educational and Student Services. UNI has an enrollment of approximately 13,000 students and offers a broad range of degree programs and educational opportunities at the undergraduate and master's levels and advanced study in selected practitioner-oriented doctoral programs. Located in Cedar Falls, Iowa, the University is part of the greater metropolitan area of Waterloo-Cedar Falls with a population of over 110,000 residents. The area offers many cultural amenities and excellent schools and housing.

**Responsibilities:** The Director is responsible for assuring that the programs and services of University Health Services are responsive to the health needs of students and of the highest quality. This person will provide direct patient care in addition to directing and supervising the clinic's medical staff, establish immediate and long-range department goals and effect staffing and organizational changes necessary to achieve them, develop and administer departmental budgets, and assist institutional officials in formulating and implementing policies and programs directed toward enhancing the health, safety, and well-being of students and employees. This position reports to the Vice President for Educational and Student Services.

**Qualifications:** Degree from an accredited school of medicine and licensed to practice medicine in the state of Iowa. A record of progressive managerial responsibility in the field of health is preferred. Experience in which encompasses one or a combination of the following is desired: wellness promotion, mental health, student health, public health policy, preventive medicine or ambulatory care, preferably in a university setting.

**Department Description:** University Health Services provides comprehensive health care including counseling services, wellness promotion services, outpatient, laboratory, x-ray, and prescription services; education and prevention programming with special emphasis in the areas of substance abuse and sexual abuse; and a variety of services to students with disabilities. The department, composed of 23 staff members, is committed to health promotion, health protection, and disease prevention. It has an annual operating budget of \$1.3 million.

**Application Information:** This is a 12-month position. Salary range is from the high \$70's to low \$80's with an excellent fringe benefits package. Resume review will begin May 1 and continue until an appointment is made. Appointment is July 1, 1992 or by agreement. Send application letter, resume, list of current references with their addresses and telephone numbers, and copies of current licenses and board certification to:

Director/University Health Services Search Committee  
Office of the Vice President for Educational and Student Services  
University of Northern Iowa  
103 Student Services Center  
Cedar Falls, Iowa 50614-0382

UNI is an affirmative action, equal opportunity employer and employer. Minority persons, women, Vietnam era veterans, and disabled persons are encouraged to apply. UNI complies with the Equal Opportunity Act of 1988.

## Director of Research

Oberlin College seeks an analyst/planner to enhance research in admissions/financial aid. Using considerable data resources of the institution, the Director will design and prepare reports on prospects, applicants, and admitted and enrolled students, and will assess results of admissions strategies. The incumbent will integrate internal research with analyses of economic, demographic, and attitudinal trends. Qualifications include good academic credentials and 3-5 years work experience. Must have excellent quantitative, analytic, and communication skills, and an appreciation of the policy questions facing complex and dynamic institutions. To Apply: By April 30, 1992, submit developed letter of interest, current resume, and telephone numbers of 3 references to: Search Committee, Director of Research, Carnegie 211, Oberlin College, Oberlin, OH 44074. Affirmative Action/Equal Opportunity Employer.

## Oberlin College

**Research/Audiology Research Associate** (Audiology), Conduct advanced, independent research in auditory research involving multi-channel recording of auditory evoked potentials and topographic mapping. These electrodes record data with international standards, 40 hours/week, M-F or P-R 12 to 4:00 p.m. Six months' experience in job offered or six months' related experience in research or teaching in a university setting. Position of Clinical Competence in Audiology. \$22,000/year. Apply to the Texas Employment Commission, Houston, Texas or send resume to the Texas Employment Commission, P.O. Box 666734, Austin, Texas 78778. Equal Opportunity/Affirmative Action Employer.

**Research/Biochemistry Research Associate** (Biochemistry), Design and carry out experiments to investigate the thermodynamic and structural properties of complex biological systems. Involves synthesis of various phospholipids with mixed acyl chains, nitro and maintenance of resolution differential scanning calorimetry, and analyzing lipid mixtures. Must have a Ph.D. degree in Chemistry, Biochemistry, or related field. Must have at least three years of postdoctoral research in statistical mechanics and molecular dynamics simulations, with a minimum of 10 refereed publications in this field. Position involves (a) design and synthesis of model membranes, (b) use of x-ray scattering, fluorescence, and other spectroscopic techniques to study membrane structure and function, and (c) cryo-electron microscopy. Please address inquiries to: Dr. P. T. Cummings, Department of Chemistry, University of Virginia, Charlottesville, Virginia 22904-2442. The University of Virginia is an Equal Opportunity/Affirmative Action Employer.

**Research/Biochemistry Research Associate** (Biochemistry), Conduct research, analysis and synthesis of complex biological systems. Involves synthesis of various phospholipids with mixed acyl chains, nitro and maintenance of resolution differential scanning calorimetry, and analyzing lipid mixtures. Must have a Ph.D. degree in Chemistry, Biochemistry, or related field. Must have at least three years of postdoctoral research in statistical mechanics and molecular dynamics simulations, with a minimum of 10 refereed publications in this field. Position involves (a) design and synthesis of model membranes, (b) use of x-ray scattering, fluorescence, and other spectroscopic techniques to study membrane structure and function, and (c) cryo-electron microscopy. Please address inquiries to: Dr. P. T. Cummings, Department of Chemistry, University of Virginia, Charlottesville, Virginia 22904-2442. The University of Virginia is an Equal Opportunity/Affirmative Action Employer.

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## DIRECTOR OF ADMISSIONS Tulane University

Tulane University invites applications for the position of Director of Admissions with primary responsibility for the recruitment and selection of students for the College of Arts and Sciences, Newcomb College, the School of Engineering, the School of Architecture, A. H. Freeman School of Business, and University College. Working with a staff of 27, the Director supervises admissions systems and procedures, recruitment travel, computerized admissions tracking systems, market research, publications, and coordination of alumni relations committees. The Admissions Director works in close cooperation with the Provost and Deans of the undergraduate schools and colleges in development of an admissions strategy coordinated with the Vice President for Administration and Planning and the Director of Financial Aid.

An undergraduate degree is required with a master's degree preferable. Professional experience in admissions or closely related fields is required. Review of applications will begin immediately and continue until a suitable candidate is identified. Preferred starting date is July 1, 1992. Nominations or applications (including a current resume and a list of addressees and telephone numbers of five references) should be sent to:

Chair, Search Committee for Admissions Director  
Office of the Provost  
Tulane University  
New Orleans, LA 70118

## Tulane

Tulane University is an Affirmative Action, Equal Opportunity Employer.

## Director of Curriculum and Faculty Development

LeTourneau University, a nondenominational, evangelical Christian University invites applications for the Director of Curriculum and Faculty Development for its highly successful adult degree completion program in Business Management. The Director coordinates development and revision of curriculum and the evaluation and training of adjunct faculty. Duties also include selection of textbooks and other resource material; these materials to several class sites. The successful candidate will have a commitment to adult education, an earned doctorate, college teaching experience, and a successful record in curriculum development, evaluation, and/or knowledge of curriculum is desirable. Starting date is July 1, 1992. Applicants in agreement with the educational mission of LeTourneau University are considered without regard to race, age, sex, handicap, or national origin. Send letter of application and resume to: Dr. H. Glenn Sumrell, Vice-President for Academic Affairs, LeTourneau University, P. O. Box 7001, Longview, TX 75607-7001.

## COUNSELING

**Postdoctoral Internship, College University Counseling & Psychological Services:** Ten-month, full-time paid internship for a person who has completed graduate coursework including supervised clinical experience. Preference will be given to advanced doctoral students in clinical or counseling psychology; the minimum educational requirement is a M.A. in counseling psychology; offers supervised work—individual psychotherapy, primary, with opportunity for group therapy, consultation and outreach—in a clinic providing mental health services to a small, private liberal arts institution. Research interests encouraged and supported.

Appointment begins August 10, 1992; stipend \$15,000, plus generous benefits. Application should include vita and references. The review of applications and inquiries to: Ruth Beach, Ph.D., Associate Director, Counseling & Psychological Services, College University, Hamilton, NY 13346-1398.

An Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

**Research/Chemical Engineering Job Title:** Research on fluid phase equilibria of mixtures in chemical engineering. Duties: Conduct research on fluid phase equilibria of mixtures in chemical engineering. Develop novel conceptual approaches to transport properties of fluids. Conduct research on molecular simulation and prepare research proposals. Must have a Ph.D. degree in Chemical Engineering or related field. Must have at least three years of postdoctoral research in statistical mechanics and molecular dynamics simulations, with a minimum of 10 refereed publications in this field. Position involves (a) design and synthesis of model membranes, (b) use of x-ray scattering, fluorescence, and other spectroscopic techniques to study membrane structure and function, and (c) cryo-electron microscopy. Please address inquiries to: Dr. P. T. Cummings, Department of Chemistry, University of Virginia, Charlottesville, Virginia 22904-2442. The University of Virginia is an Equal Opportunity/Affirmative Action Employer.

**Research/Chemistry Research Associate:** Conduct research, analysis and synthesis of complex biological systems. Involves synthesis of various phospholipids with mixed acyl chains, nitro and maintenance of resolution differential scanning calorimetry, and analyzing lipid mixtures. Must have a Ph.D. degree in Chemistry, Biochemistry, or related field. Must have at least three years of postdoctoral research in statistical mechanics and molecular dynamics simulations, with a minimum of 10 refereed publications in this field. Position involves (a) design and synthesis of model membranes, (b) use of x-ray scattering, fluorescence, and other spectroscopic techniques to study membrane structure and function, and (c) cryo-electron microscopy. Please address inquiries to: Dr. P. T. Cummings, Department of Chemistry, University of Virginia, Charlottesville, Virginia 22904-2442. The University of Virginia is an Equal Opportunity/Affirmative Action Employer.

**Research/Biochemistry Research Associate:** Design and carry out experiments to investigate the thermodynamic and structural properties of complex biological systems. Involves synthesis of various phospholipids with mixed acyl chains, nitro and maintenance of resolution differential scanning calorimetry, and analyzing lipid mixtures. Must have a Ph.D. degree in Chemistry, Biochemistry, or related field. Must have at least three years of postdoctoral research in statistical mechanics and molecular dynamics simulations, with a minimum of 10 refereed publications in this field. Position involves (a) design and synthesis of model membranes, (b) use of x-ray scattering, fluorescence, and other spectroscopic techniques to study membrane structure and function, and (c) cryo-electron microscopy. Please address inquiries to: Dr. P. T. Cummings, Department of Chemistry, University of Virginia, Charlottesville, Virginia 22904-2442. The University of Virginia is an Equal Opportunity/Affirmative Action Employer.

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## DIRECTOR SCHOOL OF SOCIAL WORK

The University of New England School of Social Work is seeking a senior social work administrator to assume a leadership role in the development of its MSW program. The University of New England is a small, independent university located on the southern coast of Maine. The School of Social Work is the largest and most dynamic of the university's schools. The School of Social Work was established in 1981 and serves the Southern New England region and Eastern Alaska.

**Responsibilities:** An individual with administrative, program, and budgetary management experience and a strong background in social work. The successful candidate should possess an MSW and demonstrate a strong commitment to the development of the school's MSW program. A doctoral degree in social work, a demonstrated leadership ability, and a strong background in social work are preferred. The successful candidate should have a strong background in social work and a demonstrated leadership ability. The successful candidate should have a strong background in social work and a demonstrated leadership ability.

UNEP offers a competitive salary and benefits program. The position is a full-time, permanent position. The successful candidate should have a strong background in social work and a demonstrated leadership ability. The successful candidate should have a strong background in social work and a demonstrated leadership ability.

Interested applicants should send a current detailed resume including three references to:

Mr. David J. Hanson  
Human Resources Officer  
South Dakota Library Network  
207 East Capitol Avenue  
Pierre, South Dakota 57501-3119

THE SOUTH DAKOTA LIBRARY NETWORK AND THE SOUTH DAKOTA EMPLOYMENT OPPORTUNITY BOARD.

UNEP is an Equal Opportunity Employer. Women and minorities are encouraged to apply.

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## Network Operations Director South Dakota Library Network Spearfish, S.D.

The South Dakota Library Network is seeking a Network Operations Director to manage its automated collections database network. The South Dakota Library Network provides a common automated database linking twenty-five higher education, government, and public libraries throughout South Dakota. The Network Operations Director will report to the Executive Director of the South Dakota Board of Regents through the Director of the Higher Education Computing System and will work closely with the South Dakota Library Network Advisory Council. The Network Operations Director's duties will include:

- Managing the network's computer operations and ensuring service to member libraries.
- Assuming responsibility for the fiscal management of the network.
- Providing technical advice and leadership for future system enhancements.
- Communicating with constituent groups.

Successful applicants will possess a bachelor's degree in Information Science or a related field; eight years of computer related experience, of which at least three years in a management capacity; and experience with library information systems. Experience with FALS software, UNISYS 2300 and UNISYS networking equipment is preferred. Screening for this position will begin May 15, 1992, but will remain open until the position is filled.

Interested applicants should send a current detailed resume including three references to:

Mr. David J. Hanson  
Human Resources Officer  
South Dakota Library Network  
207 East Capitol Avenue  
Pierre, South Dakota 57501-3119

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## DIRECTOR OF COLLEGE RELATIONS Mount Mercy College

Mount Mercy College is seeking a creative and skilled public relations professional for the position of Director of College Relations. This person will be responsible for planning and implementing the objectives, interest and administration of the College and supervising as well as participating in the areas of public information and public relations. This office reports to the President and principal administrator on all public relations and communications issues.

**QUALIFICATIONS:** A minimum of a Bachelor's degree in journalism, public relations, or appropriate discipline with a master's degree preferred. Three to five years' media or public relations experience with a thorough and demonstrable knowledge of the publication production process. Excellent written and oral communication skills with the initiative and ability to conceptualize and implement strategies which support the mission of the College. Sound ethical judgment and an understanding and appreciation of the structure, governance and traditions of higher education. Accreditation from the Public Relations Society of America is a plus.

**APPLICATION:** Send letter of application, detailed resume with salary history and three letters of reference to: Mr. Thomas Field, President, Mount Mercy College, 1515 Elmwood Drive NE, Cedar Rapids, Iowa 52402-4706. Review of materials will begin immediately and continue until the position is filled.

Mount Mercy College is an equal opportunity, affirmative action employer. Women and minorities are strongly encouraged to apply.

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## DIRECTOR OF CAMPUS RELATIONS

Georgia Tech is a large, diverse campus—a diverse and multicultural marketplace—composed of individuals with a variety of backgrounds and abilities. With a century of excellence in education, research, and service to our community, Georgia Tech is taking a leadership role in meeting the challenges of the 21st Century. We expect to be the premier Technological University.

We seek a dynamic leader to aid in the development of a harmonious and cooperative, diverse and multicultural environment. The Director will be an important member of the group of key administrative leaders who will strengthen the Tech workforce, and create opportunities for women and people of color to enhance their experience of being part of the Tech community.

The Office of Campus Relations works with The Office of Human Resources and The Office of Student Services to assure that all human relations issues with students and employees are resolved in accordance with our proactive affirmative action human relations mission.

Candidates should be managers with progressive, responsible administrative experience in alternative action and/or human relations. A demonstrated ability to manage change in a diverse environment is essential, as well as a thorough knowledge of equal opportunity issues in higher education and public institutions. The candidate must have persuasive communication skills and be committed to open, direct, clear, and collaborative communications with employees, faculty, students, and other constituencies. Master's degree preferred.

Georgia Tech offers competitive salary, along with an outstanding benefits package that includes 21 days vacation and 12 paid holidays each year. Also, several attractive group insurance and tax deferred annuities are available.

For consideration, please forward your resume and any supporting documentation to:

Dr. Norman Johnson  
Chair, Director of Campus Relations Search Committee  
Code CH-77  
Office of the President  
Georgia Institute of Technology  
Atlanta, GA 30332-0325

AN EQUAL EDUCATION EMPLOYMENT OPPORTUNITY INSTITUTION

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SAINT LOUIS, MISSOURI  
GENEVA • LEIDEN • LONDON • VIENNA

## DEAN, SCHOOL OF BUSINESS AND MANAGEMENT

Webster University invites applications and nominations for the position of Dean of the School of Business and Management. The University enrolls approximately 2,200 students in business and management programs at its main campus in St. Louis, Missouri. The University also offers other extended campus locations. The newly created School of Business and Management delivers a variety of undergraduate and graduate programs, including a doctoral program in management. The Dean will have the opportunity to make a substantial impact on the development of this new school and on the University.

**INSTITUTION:** Webster University, founded in 1915, is an independent, comprehensive, international, multi-campus institution offering undergraduate and graduate programs in the liberal arts, fine arts, education, as well as business and management. Webster is committed to excellence in teaching, to joining theory and practice as closely as possible, to fostering academic scholarship, and to being internationally in scope. The University enrolls approximately 5,000 FTE students.

**POSITION:** As the School's chief academic officer, the Dean reports to the Academic Dean of the University and is responsible for the various leadership to the faculty in the development, evaluation and administration of strong academic programs which stress excellence in teaching, curriculum, scholarship, and advising. The Dean maintains a collaborative relationship with other academic administrators of the School. The Dean retains faculty rank and teaches one course each semester.

**QUALIFICATIONS:** The successful candidate will possess an earned doctorate in a relevant field of the School, have demonstrated excellence in classroom teaching, and have a successful record of administrative leadership in higher education.

**APPLICATIONS:** The review of applications will begin May 15, 1992, and continue until the position is filled. The starting date of this new position is on or after July 1, 1992, but not later than September 1, 1992. Candidates should submit a letter of application with a resume and the names, addresses and telephone numbers of at least three references to: Academic Dean University, 470 East Lockwood Ave., St. Louis, MO 63119; Fax 314/968-7471.

Equal Opportunity, Affirmative Action Employer

## ASSOCIATE DEAN OF ADMISSIONS

A senior management position available in the Undergraduate Admissions Office of the University of Pennsylvania. The Associate Dean of Admissions/Director of Planning is responsible for the development of national and international recruitment plan for 13 admissions offices. This person also coordinates and develops recruitment materials. This person is responsible for the office's direct mail program, assures the timing of selection committee, helps plan and review the recruitment budget, and will have normal regional admissions officer responsibilities including travel, application evaluation, and regional management.

Candidates should have a minimum of five to seven years' progressively responsible admissions experience, with working knowledge of market research and analysis. We are seeking proven organizational, quantitative, ability to work with the selective college admissions process, Bachelor's degree required. Master's degree preferred.

Salary will be commensurate with experience. Please send nominations or resume with cover letter and names of references by May 15 to William H. Sienko, Jr., Dean of Admissions, University of Pennsylvania, 1 College Hall, Philadelphia, PA 19104-6376.



An Equal Opportunity, Affirmative Action Employer

**Residence Life:** Professional Residence Life Coordinator, or position with similar title, position with date of appointment (beginning August 1, 1992). Responsibilities include: the overall administration of two residence halls including staff selection, training, supervision, and evaluation of student staff, advising hall government, enforcing residence hall policies, supervising, and housing. Qualifications: previous residence hall experience, Master's degree in Residence Life or related field, and a minimum of five years' experience in residence hall administration. Salary range \$32,000-\$42,000. Send resume and three references to: Director of Residence Life, 1100 University City, St. Louis, MO 63103. Application deadline: April 20, 1992. AAEO.

**Residence Life:** Professional Residence Life Coordinator, or position with similar title, position with date of appointment (beginning August 1, 1992). Responsibilities include: the overall administration of two residence halls including staff selection, training, supervision, and evaluation of student staff, advising hall government, enforcing residence hall policies, supervising, and housing. Qualifications: previous residence hall experience, Master's degree in Residence Life or related field, and a minimum of five years' experience in residence hall administration. Salary range \$32,000-\$42,000. Send resume and three references to: Director of Residence Life, 1100 University City, St. Louis, MO 63103. Application deadline: April 20, 1992. AAEO.



## NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT CYPRESS COLLEGE

Located in Orange County, 40 miles southwest of Los Angeles, Cypress College is part of the North Orange County Community College District serving 18 cities in 10 school districts. In addition to the two colleges, the NOCCCD includes a large Adult Education Division with a successful Community Services Program. The large and multi-faceted program, Cypress College is pleased to announce the following academic administrative positions.

### DIVISION DEAN BUSINESS/COMPUTER INFORMATION SYSTEMS

The Division Dean of Business/Computer Information Systems, under the direction of the Vice President of Instruction, is the administrator responsible for the faculty, staff, and curriculum of the Accounting/Real Estate, Management/Marketing, and Office Automation Departments, and the College Work Experience Program Coordinator.

**Qualifications:** A Master's degree in the academic area of Accounting, Business or Business Administration, Finance, Management, Information Systems, Marketing, or a related field. An equivalent from an accredited college or university is required.

### DIVISION DEAN FINE ARTS

The Division Dean of Fine Arts, under the direction of the Vice President of Instruction, is the administrator responsible for the faculty, staff, and curriculum of the Art, Music and Theater Departments.

**Qualifications:** A Master's degree in the academic area of Fine or Applied Arts, Music, Theater or Arts, Dance or the equivalent from an accredited college or university is required.

The NOCCCD offers a generous benefit package, which includes health insurance and competitive salaries. We are committed to a merit system and enthusiastically encourage applications from qualified women, minorities, and disabled individuals.

**Application deadline:** May 25, 1992. Please call or write for an application packet.

North Orange County Community College District  
Office of Human Resources  
1000 North Lemon Street  
Fullerton, CA 92632-1311  
Phone: (714) 871-4030 FAX: (714) 738-7853  
JOB HOTLINE (714) 870-7371



## COLLEGE OF OSTEOPATHIC MEDICINE OF THE PACIFIC

### Assistant Dean of Basic Sciences

The Vice President of Academic Affairs of the College of Osteopathic Medicine of the Pacific (COMOP) seeks a candidate for the position of Assistant Dean of Basic Sciences. COMOP is a private, non-profit institution of higher education located in Pomona, California, approximately 10 miles east of Los Angeles.

**Responsibilities:** The Assistant Dean of Basic Sciences has a 12-month administrative appointment. He or she will be responsible for the leadership of the basic science faculty of the College. He or she will be responsible for the recruitment and monitoring of the basic science faculty. He or she will be responsible for the evaluation of the basic science faculty. He or she will be responsible for the supervision of the basic science faculty. He or she will be responsible for the supervision of the basic science faculty.

**Qualifications:** Earned doctorate in one of the basic medical sciences with significant experience as a member of the faculty in a medical school environment. He or she must possess excellent oral, interpersonal and written communication skills and have prior experience in an administrative position. Ability to work with a team and to be a team player is essential. A history of substantial research and other scholarly activities is extremely desirable.

**Applications:** Applications with salary history must be received no later than May 25, 1992. Applications and inquiries should be directed to Donald J. Knap, D.D., Vice President of Academic Affairs, College of Osteopathic Medicine of the Pacific, 1100 N. 1st Street, Pomona, CA 91766. The College of Osteopathic Medicine of the Pacific is an affirmative action, equal opportunity employer. COMOP also maintains a drug-free workplace and campus.

**Residence Life:** Professional Residence Life Coordinator, or position with similar title, position with date of appointment (beginning August 1, 1992). Responsibilities include: the overall administration of two residence halls including staff selection, training, supervision, and evaluation of student staff, advising hall government, enforcing residence hall policies, supervising, and housing. Qualifications: previous residence hall experience, Master's degree in Residence Life or related field, and a minimum of five years' experience in residence hall administration. Salary range \$32,000-\$42,000. Send resume and three references to: Director of Residence Life, 1100 University City, St. Louis, MO 63103. Application deadline: April 20, 1992. AAEO.

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## NLU National-Louis University

National-Louis University invites applications for the Dean of National College of Education.

National-Louis University, founded in 1886, is a non-profit, private, independent educational institution specializing in teacher education, the arts and sciences, management and business, human services and related professional fields. The university occupies three campuses in the Chicago area and academic centers in five other states and Germany. National-Louis University is an institution with a FY92 approved operating budget of \$59.9 million and a student enrollment of 16,500. National-Louis University has twenty-three thousand alumni and alumnae throughout the world.

For over 100 years the National College of Education has had as its mission excellence in teaching, scholarship, service and professional development. The college recognizes the importance of life-long learning in a diverse, rapidly changing and global society. It is committed to developing and empowering learners, be they students, educators or faculty members.

The dean provides leadership for 12 faculty as well as programs in the Baker Demonstration School, undergraduate and M.A.T. preservice teacher education programs and twelve programs of the Foster G. McGraw Graduate School of Education. Programs are offered through the doctoral level.

The dean reports to the Senior Vice President for Academic Affairs of the university.

**Qualifications:**  
• An earned doctorate in a relevant discipline.  
• Exemplary teaching performance and a record of significant scholarship and service in higher education.  
• Commitment to non-traditional educational programs.  
• Successful administrative experience in program development, budgeting and academic planning.  
• Demonstrated academic leadership in higher education.  
• Evidence of ability to attract external funding.  
• Demonstrated commitment to the needs of faculty and a multicultural student body.  
• A commitment to the renewal of public schools and teacher education.  
• Most institutional requirements for the rank of full professor.

Application review begins: March 25, 1992.

Anticipated starting date: July 1, 1992.

Nominations or applications (including curriculum vitae, references and other supporting materials) should be forwarded to the following address:

Mr. Phillip F. Kapala  
Faculty Services Coordinator  
National-Louis University  
1840 Shepley  
Evanston, Illinois 60201-1796

Salary is competitive. All candidates will be kept confidential.

National-Louis University is an Affirmative Action, Equal Opportunity Employer and invites and encourages applications from women and minorities.

Position

The University of Arkansas at Pine Bluff (UAPB) invites applications and nominations for the position of Dean of the School of Education. The University is a public, coeducational, research-oriented institution. The Dean will provide vision and leadership for the School of Education.

**General Information:**

The University, with an enrollment of approximately 3,700 students, is an 1890 Land Grant Institution and is a part of the University of Arkansas System. As an NCATE-accredited institution, UAPB offers approximately 45 undergraduate programs. Additionally, the University offers master's degree programs in elementary and secondary education.

**Responsibilities:**

The Dean of the School of Education is responsible for providing leadership in all departments within the unit, including effective involvement with NCATE and other external agencies local, state, regional, and national. Also, the Dean will oversee the core curriculum; initiate grant support for programs; plan and encourage creative initiatives; foster development; provide student advancement and coordinate programs with community colleges. The dean reports directly to the Vice Chancellor for Academic Affairs.

**Qualifications:**

Applicants must have an earned doctorate from an accredited institution, and credentials that merit appointment in an academic department as a full professor. The applicant should have at least five years' successful teaching experience in higher education, including both teaching and administrative competence with interest, knowledge and understanding of current educational issues. A history of successful working relationships with students, faculty, staff, and administrators is desired. Additionally, the applicant should provide evidence of scholarship, research abilities and publications in refereed journals.

Salary is negotiable.

**Applications:**

Applications must be postmarked by April 28, 1992 and should include a current vita, an official transcript of all universities attended (include addresses and telephone numbers), and the names and addresses and telephone numbers of three references. Nominations are encouraged. Address all correspondence, applications, and nominations to:

Dr. Rosemarie H. Word  
Chair of the Search Committee  
University of Arkansas at Pine Bluff  
Pine Bluff, AR 71601

The appointment will be effective on July 1, 1992.

The University of Arkansas at Pine Bluff is an Affirmative Action, Title VI and Equal Opportunity Employer.

Apply by May 1, 1992, to Dr. Steven

Larry, African Program Coordinator, Room 1300 University of Wisconsin, Madison, WI 53706.

**Social Science Assistant Professor of Social Science (Research Re-opened).** The OMI Department of Social Science is seeking a candidate for a tenure-track position in the area of applied research on issues and natural resource management in Cuba. The candidate should have a Ph.D. in Social Science and a minimum of five years' experience in the field of social science research. The candidate should have a strong background in research and teaching. The candidate should have a strong background in research and teaching. The candidate should have a strong background in research and teaching.

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**Social Science Assistant Professor of Social Science (Research Re-opened).** The OMI Department of Social Science is seeking a candidate for a tenure-track position in the area



## VICE CHANCELLOR FOR ACADEMIC AFFAIRS University of Arkansas at Pine Bluff

The University of Arkansas at Pine Bluff is seeking applicants for the position of Vice Chancellor for Academic Affairs. The University of Arkansas at Pine Bluff is a public institution of higher learning, chartered by the State of Arkansas in 1874. The University is a member of the University of Arkansas System. The University of Arkansas at Pine Bluff is a public institution of higher learning, chartered by the State of Arkansas in 1874. The University is a member of the University of Arkansas System.

The Vice Chancellor for Academic Affairs is the chief academic officer of the University and reports directly to the Chancellor. Reporting directly to the Vice Chancellor for Academic Affairs are the Deans of the five undergraduate schools, the Dean of the Graduate School, the Registrar, the Director of the Honors College, the Director of the Library, the Director of the Center for Academic Records and the Coordinator of Graduate Programs.

- A commitment to educational excellence and a vision of the university's potential.
- Knowledge and understanding of the role of state universities and land-grant colleges.
- Ability to select outstanding people for key faculty positions.
- An understanding of and a commitment to faculty development.
- Experience in the administration of personnel and a proven record of effective administrative leadership and participatory management style.
- Experience in working with diverse student populations and multicultural faculty.
- Experience in planning and supervising accreditation processes.
- Experience in planning and supervising research, research and in securing grants for development and research.
- Ability to promote effective community relations.

Interested applicants should submit a current professional vita and reference letters from three persons including one from the most recent employer or supervisor. A cover letter outlining the candidate's perception of the role of the Vice Chancellor for Academic Affairs should be included along with any other supporting documentation. The position should be filled by July 1, 1992.

Applicants and all materials must be received by May 15, 1992 or until suitable candidates are selected. The position should be filled by July 1, 1992.

All materials should be sent to:

Dr. Grace D. Wiley, Chair  
Search Committee for Vice Chancellor for Academic Affairs  
P.O. Box 12  
University of Arkansas at Pine Bluff  
Pine Bluff, AR 71601

Affirmative Action, Equal Opportunity Employer

## ASSISTANT DEAN School of Information and Library Science

Pratt Institute seeks an experienced professional to serve as the Assistant Dean of the School of Information and Library Science. The Assistant Dean, who will also have a tenure track faculty appointment, will be responsible for the day-to-day operations of the school and will work closely with the Dean and faculty in providing leadership in program and curriculum development; student recruitment; selection and admission; budget preparation; and resource development.

- An M.L.S. degree (an earned doctorate in LIS or a related discipline is preferred).
- A demonstrated record of teaching and scholarly productivity.
- Effective interpersonal and communication skills.
- Innovative leadership and administrative experience in libraries or information centers.

The position is available on July 1, 1992. Faculty rank and minimum salary of \$45,000 will be commensurate with qualifications and experience. Compensation includes an excellent benefits package. Applicants should submit: (1) a letter that expresses their interest in the position and discusses their qualifications in relation to the above qualifications; (2) a copy of their curriculum vitae; and (3) a list of three references (interference will not be contacted without the candidate's permission).

Applications should be sent by May 29, 1992 to:

Chairperson, SLS Search Committee  
c/o HUMAN RESOURCES DEPARTMENT  
200 Willoughby Avenue  
Brooklyn, New York 11205

Pratt Institute, founded in 1887, educates nearly 3,500 undergraduate and graduate students from 47 states and 60 foreign countries in its Schools of Art and Design, Architecture, Engineering, Information and Library Science, Liberal Arts and Sciences, and Professional Studies. Pratt is located on a 25-acre campus in the historic, landmark Clinton Hill neighborhood of Brooklyn, New York.

Pratt Institute is an equal opportunity/affirmative action employer.

pratt  
INSTITUTE

Sociology McKenney College Division of Social Sciences invites applications for a tenure-track position in Sociology beginning August 21, 1992. We seek a specialist in the area of social stratification, social mobility, and urban sociology. The successful candidate will be responsible for teaching and supervising students in the following courses: Introduction to Sociology, Social Stratification, Social Mobility, and Urban Sociology. The candidate will also be responsible for research and service activities. The position is available on a full-time basis. The salary is commensurate with qualifications and experience. The position is available on a full-time basis. The salary is commensurate with qualifications and experience.

Sociology Berry College, a private liberal arts college with an undergraduate student enrollment of 1700 students located in beautiful part of Northwest Georgia, in

## DEAN COLLEGE OF EDUCATION UNIVERSITY OF MARYLAND AT COLLEGE PARK

A creative educational leader is sought to serve as Dean of the College of Education at the University of Maryland at College Park. The Dean of the College of Education will be responsible for the day-to-day operations of the college and will work closely with the Vice President for Academic Affairs.

The University of Maryland at College Park is the state's flagship institution of higher education, a comprehensive research-oriented, public university with over 35,000 students in undergraduate, master's, and doctoral programs. The college consists of seven departments: Counseling and Personnel Services, Curriculum and Instruction, Educational Policy, Planning and Administration, Human Development/Institute for Child Study, Industrial, Educational and Occupational Education, Measurement, Statistics and Evaluation, and Special Education. The college is also the home of the Center for Educational Research and Service and is a member of the Honors Group. Education is viewed by members of the college as a life-long journey.

Candidates should have an earned doctorate, a record of teaching and scholarship commensurate with appointment as a tenured professor in a department of the college, and a demonstrated capacity for educational leadership in higher education. The successful candidate must demonstrate a commitment to achieving excellence in teaching, research, service to the community, and a dedication to fostering the goals of diversity and affirmative action. The position is available on a full-time basis. The salary is commensurate with qualifications and experience.

The University of Maryland at College Park is very seriously interested in the application and nomination of both female and minority candidates. The University is an Affirmative Action, Equal Opportunity Employer.

For best consideration, applicants and nominees should send a letter of interest, curriculum vitae, and a list of references to the Search Committee for the Dean of the College of Education, University of Maryland at College Park, MD 20742-7225. The letter should be sent to the Search Committee, College Park, MD 20742-7225. The letter should be sent to the Search Committee, College Park, MD 20742-7225. The letter should be sent to the Search Committee, College Park, MD 20742-7225.

Appointments and Application Information  
It is anticipated that the position will be filled as soon as possible after January 1993. Salary is competitive and commensurate with qualifications and experience. The position is available on a full-time basis. The salary is commensurate with qualifications and experience.

VPA Search Committee, c/o Dr. Thomas J. La Belle, Provost  
and Vice President for Academic Affairs, Georgia State University,  
University Plaza, Atlanta, Georgia 30303-0003

Georgia State University is an affirmative action, equal opportunity employer. Women and minorities are especially encouraged to apply.

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## GEORGIA STATE UNIVERSITY Vice President for Financial Affairs

Nominations and applications are invited for the position of Vice President for Financial Affairs. The University of Georgia is a public institution of higher learning, chartered by the State of Georgia in 1828. The University is a member of the University of Georgia System.

The Vice President for Financial Affairs is responsible for the day-to-day operations of the university's financial affairs. The Vice President for Financial Affairs is responsible for the day-to-day operations of the university's financial affairs. The Vice President for Financial Affairs is responsible for the day-to-day operations of the university's financial affairs. The Vice President for Financial Affairs is responsible for the day-to-day operations of the university's financial affairs.

Qualifications: Desired qualifications include graduate preparation in a related discipline, as well as pertinent professional certifications (e.g., CPA, CMA, CIA). The successful candidate will have a demonstrated record of leadership, organizational effectiveness and a commitment to fiscal management in public higher education. As a minimum, the successful candidate will possess a master's degree and seven years of experience in financial management, planning and fund accounting, strong verbal and written communication skills, commitment to affirmative action, experience relating to diverse academic and service units, and a proven record of research in university.

Appointments and Application Information  
It is anticipated that the position will be filled as soon as possible after January 1993. Salary is competitive and commensurate with qualifications and experience. The position is available on a full-time basis. The salary is commensurate with qualifications and experience.

VPA Search Committee, c/o Dr. Thomas J. La Belle, Provost  
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## BULLETIN BOARD: Positions available

## VICE CHANCELLOR FOR DEVELOPMENT AND UNIVERSITY RELATIONS Pembroke State University

Applications and nominations are invited for the position of Vice Chancellor for Development and University Relations at Pembroke State University, a public institution of higher learning, chartered by the State of North Carolina in 1892. The University is a member of the University of North Carolina System.

The Vice Chancellor for Development and University Relations is responsible for the day-to-day operations of the university's development and university relations. The Vice Chancellor for Development and University Relations is responsible for the day-to-day operations of the university's development and university relations. The Vice Chancellor for Development and University Relations is responsible for the day-to-day operations of the university's development and university relations.

Qualifications: Desired qualifications include graduate preparation in a related discipline, as well as pertinent professional certifications (e.g., CPA, CMA, CIA). The successful candidate will have a demonstrated record of leadership, organizational effectiveness and a commitment to fiscal management in public higher education. As a minimum, the successful candidate will possess a master's degree and seven years of experience in financial management, planning and fund accounting, strong verbal and written communication skills, commitment to affirmative action, experience relating to diverse academic and service units, and a proven record of research in university.

Appointments and Application Information  
It is anticipated that the position will be filled as soon as possible after January 1993. Salary is competitive and commensurate with qualifications and experience. The position is available on a full-time basis. The salary is commensurate with qualifications and experience.

VPA Search Committee, c/o Dr. Thomas J. La Belle, Provost  
and Vice President for Academic Affairs, Georgia State University,  
University Plaza, Atlanta, Georgia 30303-0003

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## THE FORT VALLEY STATE COLLEGE Fort Valley, Georgia 31030 A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA FOUNDED 1895

## Vice President for Academic Affairs

Fort Valley State College seeks applications and nominations for the position of Vice President for Academic Affairs. The College, founded in 1895, is a unit of the University System of Georgia and is located in Fort Valley, Georgia. The College is a public institution of higher learning, chartered by the State of Georgia in 1895. The College is a member of the University System of Georgia.

The Vice President for Academic Affairs is responsible for the day-to-day operations of the college's academic affairs. The Vice President for Academic Affairs is responsible for the day-to-day operations of the college's academic affairs. The Vice President for Academic Affairs is responsible for the day-to-day operations of the college's academic affairs.

Qualifications: Desired qualifications include graduate preparation in a related discipline, as well as pertinent professional certifications (e.g., CPA, CMA, CIA). The successful candidate will have a demonstrated record of leadership, organizational effectiveness and a commitment to fiscal management in public higher education. As a minimum, the successful candidate will possess a master's degree and seven years of experience in financial management, planning and fund accounting, strong verbal and written communication skills, commitment to affirmative action, experience relating to diverse academic and service units, and a proven record of research in university.

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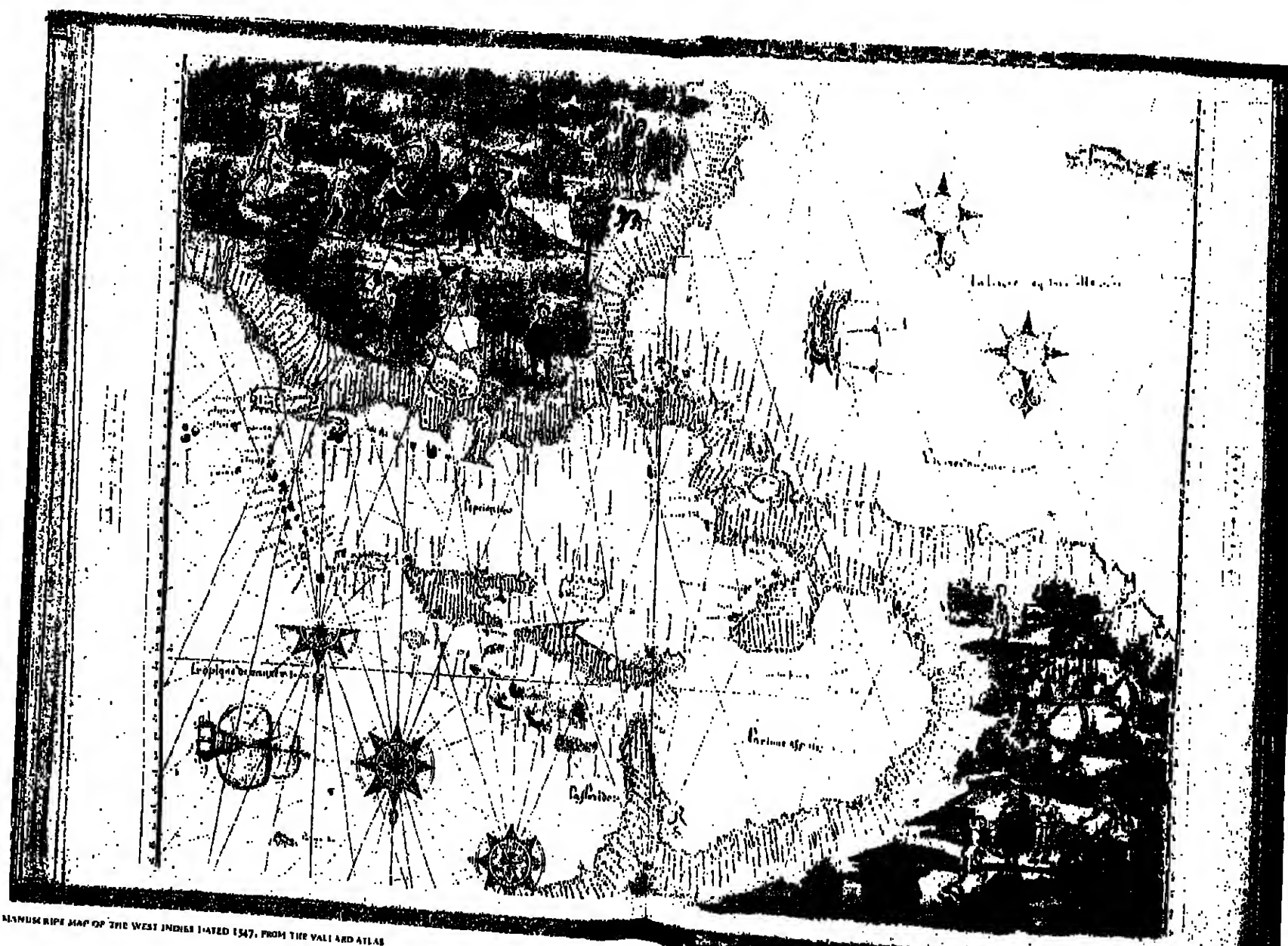




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# End Paper



MINIMUM MAP OF THE WEST INDIES 1492, FROM THE VALLI AND ATLAS

## The Legacy of Spain in the Americas, 1492-1600

THE PRESENCE of native peoples in the Americas created religious, legal, moral, and philosophical problems for their conquerors. Spanish opinion ranged from seeing Native Americans as "noble savages," innocent alike of sin and civilization, to viewing them as irrational subhumans. Gonzalo Fernández de Oviedo, author of one of the best-known early works about the New World, considered them to be "lazy and vicious... a lying, shiftless people," whereas Bartolomé de las Casas, writing at the same time, was arguing vehemently that they were "without evil and without guile."

To their credit, the Spanish monarchs of the sixteenth century invited relatively free and frank discussion not only on the nature of the indigenous American peoples but also on the fundamental right of the Monarchy to rule over them.

"Spain in the Americas 1492-1600: What Is the Legacy?" an exhibition of rare books, maps, and manuscript, will be at the Huntington Library in San Marino, Cal., through October. The exhibition includes the oldest known letter written by Columbus to his son Diego. It was written shortly before the explorer embarked on his fourth voyage in 1502. The letter, thought to be lost, was recently rediscovered at the Huntington. The text above is by William Moffett, director of the library, and William France, the curator of the exhibition. It is excerpted from the exhibition brochure.

Charles V threatened the interests of Spanish conquistadors when he enacted the "New Laws" of 1542. Although political unrest in the Americas forced him to retreat, how to treat the Americans remained an open question, reaching a symbolic climax in a formal debate held in 1550-51 at Valladolid between Las Casas and Juan Ginés de Sepúlveda. There was no certain victor, yet Las Casas continued to get his radically pro-Native-American opinion printed, while Sepúlveda was forbidden to publish. Indeed, it was the very frankness of Spanish self-criticism that provided Protestant England and its allies with much of the ammunition for the "Black Legend" of inherent Spanish cruelty. In Spanish America, there more than in other, later European empires, ethical considerations on the just treatment of Native Americans deeply influenced political decisions, even at the risk of civil war.

### Government & Politics

## National Effort Sought to Aid Black Ph.D. Candidates

Continued From Page A27  
design. "It's not just the provision of money, but the intensity of the interpersonal contact," he said.

### Not Necessarily Identical

While the endowment program has worked well, Richard W. Jonson, executive director of the Western Interstate Commission for Higher Education, said other efforts would be similar, but not necessarily identical. For example, some may seek to attract members of different minority groups, depending on the enrollment patterns and demographics of different parts of the country. Or a program may opt to provide loans for doc-

toral study instead of grants, and forgive the loans if the student agrees to stay in the region as a faculty member for a specific time period.

The critical element, said Frank C. Abbott, coordinator of the effort for the Western commission, is that the programs "personalize the educational opportunity for each scholar."

Mr. Jonson said budget deficits in many states might initially limit how far the efforts could go, but that some action was essential. "Everybody acknowledges that something has to happen. We cannot live with things as they are today, or tomorrow will be unacceptable," he said. "There's agreement that something needs to be done, although it will be difficult."

Advocates of replicating the Florida program concede that the uproar over race-specific scholarships could pose legal difficulties.

The Education Department has proposed guidelines that would, if enacted, bar most scholarship programs that are restricted to members of certain ethnic or racial groups.

### Enthusiastic Support

"I'm convinced that it's possible to have these programs, but we may have to design them a little differently than the Florida pro-

gram," Mr. Musick said. "We'll make sure we're not breaking the law, if anyone can figure out what the law is."

Success stories from the Florida program provided the inspiration for what state and regional officials are trying to do, they say.

One former fellow, Tommie H. Stewart, a professor of theater at Alabama State University, enthusiastically supports replicating the program elsewhere in the country.

"This program is absolutely necessary in order to afford more talented African-American students an opportunity that they would not have had without the McKnight Foundation," she said.

Before winning a fellowship in 1984 to Florida State University, Ms. Stewart was teaching at Jack-

son State University. "I was giving 150 per cent of myself, using all of my time to teach and develop students in the arts, but without the credentials necessary to even warrant much financial support for the program I had created."

Since receiving her Ph.D., Ms. Stewart has not only joined the faculty of Alabama State, but also received an honorary doctorate from Buena Vista College in Iowa, where she gave a commencement address, and won a recurring role on NBC's "In the Heat of the Night."

"I don't know whether any of this would have happened had it not been for the foundation's believing that somewhere out there, somebody wanted to do more," she said.

## Problems Plague SSC's Construction, 2 Studies Assert

Continued From Page A27  
lion by delaying completion of the project by 13 months.

Mr. Rezendes said the construction of the two particle detectors could also lead to much higher costs than had been anticipated, particularly if the groups of scientists building them fail to obtain foreign contributions. Energy Department officials hope to build the two detectors for a total of \$1-billion, \$500-million of which would be from foreign sources. Although the department has allocated a total of \$550-million for the two detectors, Mr. Rezendes added, one of the groups this month submitted a cost estimate of \$584-million.

### Design Changes Are Cited

In the second Congressional study, investigators for the subcommittee said \$105-million in additional costs and \$15-million in savings had resulted from changes in the design and construction of the supercollider for which contractors had obtained approval from February 1991 to February 1992. That translated to a \$90-million increase in projected costs, they said.

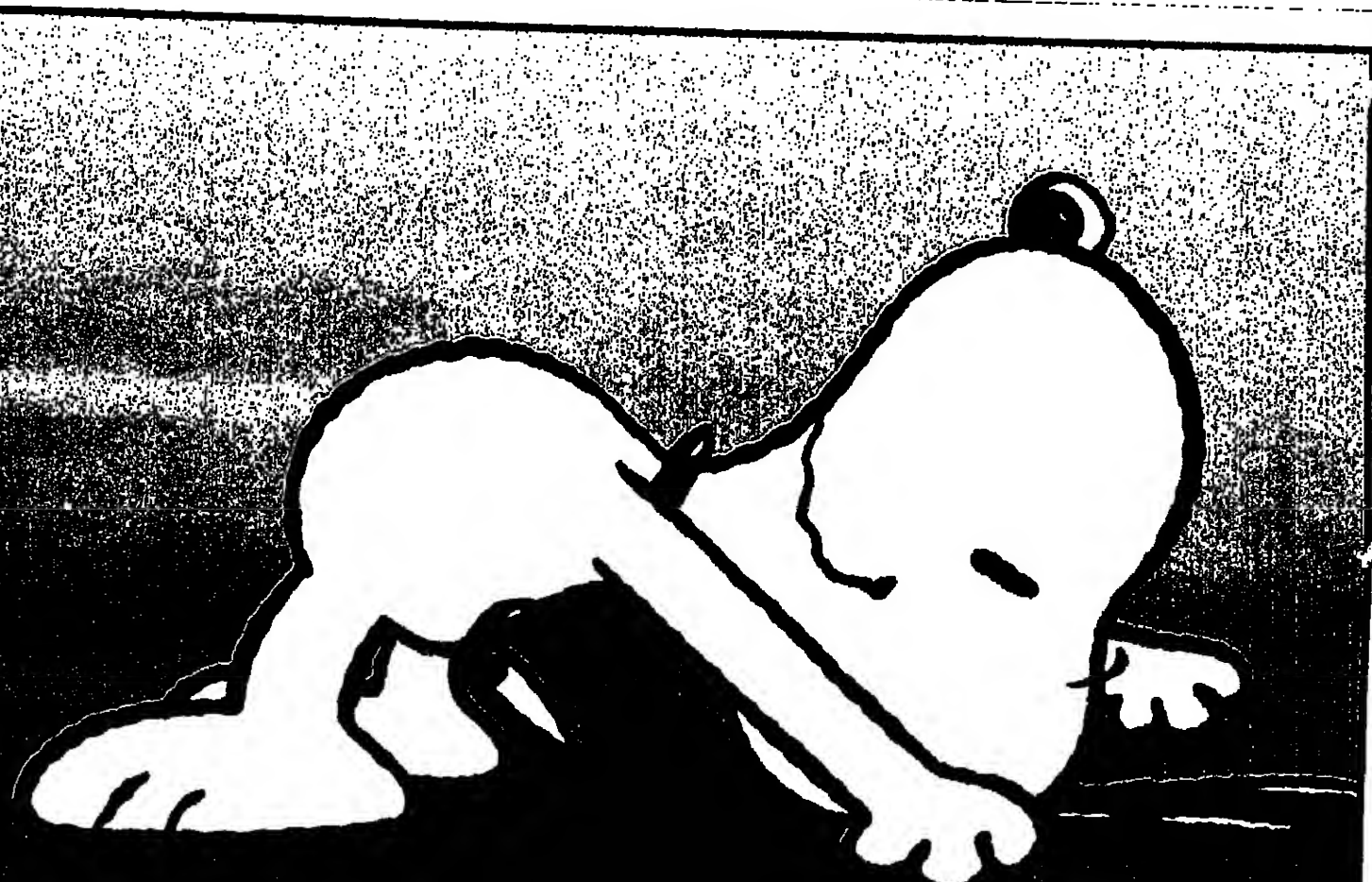
Rep. George E. Brown, Jr., a California Democrat who chairs the House science committee, said in an interview that if it appeared that rising federal spending for the construction of the supercollider was squeezing out other research programs in the Energy Department, he intended to oppose the project.

"I want to see a balanced program, not one in which good research proposals, fairly small in relative terms, are completely precluded in relative terms because of commitments to a huge wave of spending for the Superconducting Supercollider," he said.

### Support May Evaporate

"We have said from the beginning that our support for the SSC is conditioned upon its not having a destructive effect upon the other research funding in the department,"

But if it appears that it is, he added, "we'll be more than willing to change our position and oppose the SSC. It could happen as early as this year."



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## WASHINGTON UPDATE

- **Lawmakers criticize NSF's 1987 study on supply of scientists**
- **Report says colleges' graduation rates are not comparable**
- **Director of NIH human-genome project is expected to resign**
- **Teachers for a Democratic Culture criticizes NEH nominees**

Members of Congress criticized the National Science Foundation last week for a controversial draft report it issued in 1987 that predicted a coming shortage of scientists.

Rep. Howard Wolpe, a Michigan Democrat and chairman of the House Science, Space, and Technology Committee's oversight subcommittee, said at a hearing that "the agency's drive for an increased education budget" was partly to blame for the study's prominence, despite what he contended were methodological flaws.

Mr. Wolpe also cited Congress-

sional investigators who checked with nine individuals inside and outside the agency who were supposed to have reviewed the study, according to a letter from the agency to Congress. Eight of them said they had provided no formal review and the ninth person could not remember if he had, the investigation found.

Mr. Wolpe added: "The credibility of the foundation is seriously damaged when it is so careless about its own work product."

Walter E. Massey, who took over as director of the NSF well after the report was written, told Mr.

Wolpe's subcommittee that his agency had taken steps to prevent such a controversy from recurring.

The report, issued by the office of policy research and analysis, was never endorsed by the foundation as representing its official policy. It was based on the assumption that the number of undergraduate degrees awarded in the natural sciences and engineering would go down as the number of college-age students declined. It projected a "shortfall" of nearly 700,000 people with such training by early in the next century.

It specifically made no attempt to analyze whether the demand for workers with undergraduate science and engineering degrees would go up or down during that period—that is, whether the supply would fall short of the demand.

—COLLEEN CORDES

**Colleges cannot produce comparable graduation rates that would be of much use to students or their parents by 1993 as a federal law required.**

That is the conclusion of a new Education Department report that was intended to assess the feasibility of putting into effect the 1990 Student Right to Know and Campus Security Act. That law required colleges to disclose the proportion of their students who graduate, find jobs, and pass professional licensing examinations.

The report says the primary obstacle to collecting graduation rates is that the figures are not comparable from one college to the next. The report cites many differences among colleges, including various definitions for "graduate" or "completer."

"The most realistic expectation is that institutions can immediately begin tracking entering students and disclose or report persistence rates until the first cohort matures," the report says. It says that tracking a freshman class at a four-year college over a six-year period would produce the first graduation rates in 1998.

The report says that it will take even more time to compile data on students who transfer to other colleges, seek employment, or pass professional licensing exams.

Tracking students who transfer will require more cooperation of statewide governing boards, the reports says. It says that compiling job-placement rates will require matching computer records of graduates with state unemployment records.

Determining which institutions better prepare students to pass licensing examinations in particular professions will be difficult, the report says. Noting that the passing grade varies from state to state, the report concludes that "even if the data were collectable, their comparability would be problematic."

Copies of the report, "Postsecondary Student Outcomes: A Feasibility Study," are available for \$5.50 from New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh 15250-7954.

—THOMAS J. DELLOUGHRY

**Nobel Prize-winner James D. Watson is expected to resign his position as director of the National Center for Human Genome Research at the National Institutes of Health.**

"He has very strongly considered resigning, and he is presently formulating his decision, but no final decision has yet been made," said Leslie Pink, a spokeswoman for the project.

The expected decision, first reported in *Science* and *Nature* magazines, seems to have been instigated by a rift between Mr. Watson and Bernadine P. Healy, the director of the NIH.

Dr. Healy has asked the ethics

office at the Department of Health and Human Services to investigate charges, brought by a financier interested in setting up a gene-sequencing business, that Mr. Watson acted improperly in trying to dissuade the businessman from starting his company.

Mr. Watson reportedly believes that Dr. Healy, in bringing the charges to the ethics office, is trying to force him out.

The two have strongly and publicly disagreed over the question of whether the government should patent the thousands of genes discovered before determining whether the genes are of medical value. Mr. Watson, according to Mr. Fink, shares the alarm of university researchers who fear that the NIH will try to patent the majority of human genes and prevent others from using them to conduct basic research or develop commercial products.

Dr. Healy has been a strong supporter of the effort to patent the genes, stating that it is in the best interest of the agency to pursue the policy so that the NIH would not lose the patent rights while public discussion of the policy occurs.

Johanna I. Schneider, a spokeswoman for Dr. Healy, said that the NIH director was trying to force out Mr. Watson were "absolutely untrue."

"There are some questions that he and the department will have to work out about his financial disclosures, but there are a number of options that will be considered this week," Ms. Schneider said.

—STEPHEN BIRD

**An organization of liberal academics charged last week that the Bush Administration is packing the advisory council of the National Endowment for the Humanities with opponents of feminism, multiculturalism, and deconstruction.**

Teachers for a Democratic Culture, a group that supports multiculturalism, feminism, and diversity in the curriculum, stated that the opponents are represented disproportionately both in the existing membership of the National Council on the Humanities and in the eight nominees that the White House recently named to the council.

Gerald Graff, a professor of English at the University of Chicago and a founder of the group, said that the organization was not challenging any particular nomination, but wanted the Senate to investigate "the one-sided nature of recent appointments and nominations."

Mr. Graff pointed out that the legislation authorizing the council called for "a comprehensive representation of the views of scholars and professional practitioners in the humanities" on the panel.

Said Mr. Graff: "What we object to is the flouting of the congressional mandate."

Claire del Real, a spokeswoman for the NEH, said she was puzzled at the group's opposition to the nominees. "The group of eight that we have nominated is a distinguished and comprehensive one," she said.

"They are Democrats, Independents, and Republicans. It is truly a comprehensive slate."

## Government &amp; Politics

## Government &amp; Politics

## 'Pork' Money Rises Faster Than Aid Based on Merit

Continued From Page A26

have long argued that the money would help them build their capacity to compete successfully for federal money under the traditional system of peer review. But now some recipients of earmarks suggest that peer-review panels are sometimes biased against proposals from their institutions.

Lawrence A. Crum, who directs the National Center for Physical Acoustics at the University of Mississippi, says scientists at institutions that receive earmarks may "get labeled as pork-barrel people." Mr. Crum's center was built with earmarked funds and continues to receive earmarks for research.

Unfair Assumption Charged

Mr. Crum says he has read comments from peer reviewers rejecting grant applications from the center that specifically state that the proposals are good but that the scientists there do not need competitive awards because they are receiving money directly from Congress anyway.

Mr. Crow of Columbia says it is unfair to assume that the science

## WASHINGTON ALMANAC

## IN FEDERAL AGENCIES

**Student aid.** The Education Department has issued final rules implementing an amendment to the Higher Education Act. The rules allow residents of the Federated States of Micronesia and the Republic of the Marshall Islands to receive Pell Grants and other forms of federal student aid (*Federal Register*, March 13, Pages 9,004-6).

**Veterans' education benefits.** The Department of Veterans Affairs has issued interim final regulations for the Persian Gulf War Veterans' Benefits Act of 1991. The regulations set increases for educational assistance available to veterans pursuing degrees under the Montgomery GI Bill. Comments must be received by May 8 (*Federal Register*, April 8, Pages 11,910-2).

## NEW BILLS IN CONGRESS

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

## HOUSE OF REPRESENTATIVES

**College costs.** HR 4593 would, in part, permit the penalty-free use of individual Retirement Accounts to pay tuition costs, provided that the money is returned to the tax within five years. By Representative Franks (R-Conn.).

**Community-development grants.** HR 4568 would make partnerships between state or local governments and institutions of higher education eligible for Community Development Block Grants. By Representative Ederich (D-Ala.).

**Foreign students.** HR 4595 would require colleges and universities that receive federal science- and mathematics-research grants and use the funds to support foreign graduate students to explain to the granting agency why Americans are not receiving the money, and to submit to the National Science Foundation periodic reports describing their use of such grants for the benefit of foreign students. By Representative Henry (R-Mich.).

**Science education.** HR 4736 would establish a program to provide merit-based grants to community colleges for facilities and equipment for science education. By Representative Brown (D-Cal.) and two others.

**Student aid.** HR 4742 would establish scholarships for students who pledge to assist in cleaning up environmental hazards at military sites. Preference would be given to former members of the military who have lost their jobs because of budget cuts. By Representative Weldon (R-Pa.) and Representative Hochbruecker (D-N.Y.).

paid for with earmarks is necessarily bad. "In the short run, it's not as if people aren't being employed. It's not as if science isn't being done. It's not as if the science that's being done is garbage," he says.

Critics and supporters of earmarks agree that the number of universities interested in winning such support will probably continue to grow, as individual institutions and their representatives in Congress vie for a share of the pie.

Says James D. Savage, an assistant professor of government at the University of Virginia who tracks trends in academic earmarks: "It certainly seems like it's increasing in a rather unconstrained fashion, and I think it's going to get even bigger."

## College Projects That Received Congressional Earmarks

By COLLEEN CORDES and JACK GOODMAN

WASHINGTON

The following list includes most of the projects involving universities that Congress has directed federal agencies to support this year.

The agencies did not request money for the projects listed here and did not sponsor merit-based competitions to determine which institutions should get the awards in fiscal 1992.

In a few instances, an institution in previous years had competed for money for a particular project under the agency's normal procedures. In those cases, however, the agency has since sought to discon-

tinued support, and Congress has insisted that it be awarded.

In a few other cases, Congress ordered an agency to add the specific amount of money listed below to the budget of a project that had been awarded competitively. The additions were not reviewed competitively.

The items in the list were identified by officials in the agencies and universities involved or by Congressional aides. Congress earmarked the money either in one of the agency spending bills for fiscal 1992 or in the accompanying legislative reports that explained the bills' contents.

In most cases, the money will usually go to the university named. In other cases, the work will be conducted on the university's campus that the money will not be spent directly by the university, or the university will spend the money as a subcontractor. Before they will release the funds, many agencies require the universities to submit acceptable proposals for the work for which Congress has designated money.

In a few cases, some of the money will go to businesses or government agencies that are working with the universities. The list may not be complete. Some projects are difficult to de-

Continued on Following Page

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## College and University Projects Receiving Congressional Earmarks

Continued From Preceding Page

Department for technical assistance at the National Center for Research on Vocational Education; \$750,000 from the Department of Transportation for the Highway Institute; \$600,000 from the Environmental Protection Agency for the Minerals Research Laboratory at the university's Natural Resources Research Institute; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; \$250,000 from the Agriculture Department for a program to assist local communities with development issues; \$230,000 from the Agriculture Department for research on low-input agriculture; \$200,000—to be shared with North Dakota State University—from the Agriculture Department for research on the Red River Corridor; \$140,000 from the Agriculture Department for swine research; \$88,000 from the Agriculture Department for wild-rice research.

University of Mississippi, \$1,322-million from the Agriculture Department to operate the Food Service Management Institute; \$1,185-million—to be shared with the University of Hawaii—from the Bureau of Mines for the Marine Minerals Technology Center; \$1-million from the U.S. Navy for the National Center for Physical Acoustics; \$100,000 from the Agriculture Department for the Biological Technology Center for Water and Wetlands Research.

University of Missouri at Columbia, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$3-million—to be shared with five other universities—from the Energy Department for the Midwestern Superconductivity Consortium; \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$750,000—to be shared with Iowa State University—from the Agriculture Department for the Food and Agriculture Policy Institute; \$525,000—to be shared with two other universities—from the Agriculture Department for rural-policy institutes; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; up to \$395,000—to be shared with the University of Arkansas—from the Agriculture Department for modeling on rice; \$359,000 from the Agriculture Department for research on soybean-cyst nematode; \$348,000—to be shared with Texas A&M University—from the Agriculture Department for research on the regional implications of farm programs; \$200,000—to be shared with the University of Arkansas—from the Agriculture Department for endophyte research; \$50,000 from the Agriculture Department for the Conservation Reserve Program to study soil erosion.

University of Missouri at St. Louis, \$10-million from the Energy Department for the Center for Molecular Electronics.

University of Nebraska, \$4.5-million from the Agriculture Department for the Center for Advanced Technology; \$525,000—to be shared with two other universities—from the Agriculture Department for rural-policy institutes; \$118,000 from the Environmental Protection Agency for two wetlands research projects.

University of Nebraska at Lincoln, \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$1,45-million—to be shared with two other universities—from the Environmental Protection Agency for a project on pollution; \$235,000 from the Agriculture Department for operating expenses for the Agricultural Satellite Corporation; \$200,000 from the Agriculture Department for research on rural development; \$197,000 from the Fish and Wildlife Service for wetland studies on the Platte River; \$110,000 from the Agriculture Department for research on non-food agricultural products; \$99,000 from the Agriculture Department for research on sandhills grazing-management practices; \$80,000 from the Agriculture Department for milkweed research; \$70,000 from the Agriculture Department for research on sustainable-agriculture systems; \$67,000 from the Agriculture Department for research on crabs/rape-seed; \$50,000 from the Agriculture Department for a food-processing center.

University of Nebraska Medical Center, \$300,000 from the Department of Housing and Urban Development for the Nebraska Center for Rural Health Education and Drug Information.

University of Nevada, \$250,000 from the Agriculture Department for biochemistry and biology research.

University of Nevada at Las Vegas, \$1,284-million from the Energy Department to buy supercomputer time.

University of Nevada at Reno, \$2.5-million from the Federal Emergency Management Center to build a laboratory for earthquake research; \$200,000 from the Agriculture Department for water conservation research; \$197,000 from the Interior Department for research on immunosuppression; \$99,000 from the Interior Department for a population model.

University of New Hampshire, \$2-million from the National Oceanic and Atmospheric Administration for marine research; \$50,000—to be shared with the University of Vermont—from the Agriculture Department for research on the marketing of forest products.

University of North Dakota, \$4,381-million from the Agriculture Department for the Institute for Agricultural Health Science and Rural Medicine; \$2.5-million from the Environmental Protection Agency for developing a technology for a low-

temperature-plasma process; \$2-million from the Federal Aviation Administration for facilities and equipment related to its airway-science curriculum; \$2-million from the Department of Housing and Urban Development for a "technology-incubator" facility to create new manufacturing jobs in rural areas; \$1,481-million from the Energy Department for the Energy and Environmental Research Center; \$500,000 from the Agriculture Department for research on water quality; \$400,000 from the Agriculture Department for a maize-genetics research center; about \$260,000 from the U.S. Army to continue a training program for helicopter pilots; \$250,000 from the Agriculture Department for an alternative-fuels laboratory.

University of Notre Dame, \$3-million—to be shared with five other universities—from the Energy Department for the Midwestern Superconductivity Consortium.

University of Oklahoma, \$150,000 from the Environmental Protection Agency for the National Center on Solid Waste Research and Management.

University of Oregon, \$537,000—to be shared with seven other universities and two research centers—from the Agriculture Department for biotechnology research.

University of Pennsylvania, \$10-million from the Department of Defense for the Institute for Advanced Science and Technology.

University of Pittsburgh, \$5-million from the U.S. Army for the National Defense Center for Environmental Excellence, which is managed by the University of Pittsburgh Trust; \$524,000 from the Justice Department to continue a study of the causes of juvenile delinquency.

University of Rhode Island, \$500,000 from the Agriculture Department for building consolidation; \$340,000—to be shared with Oregon State University—from the Agriculture Department for fish-marketing research.

University of Saint Thomas (Minnesota), at least \$500,000 from the Department of Defense for research and development.

University of South Carolina, \$700,000 from the National Ocean Service for estuary research at the School of Public Health; at least \$500,000 from the Department of Defense for research and development.

University of Southern Mississippi, \$3.5-million—to be shared with a private research institute—from the Agriculture Department for research on shrimp aquaculture; \$400,000 from the Agriculture Department for the Polymer Center.

University of Tennessee, \$137,000—to be shared with two other universities—from the Agriculture Department for research on dogwood antemorse.

University of Tennessee at Knoxville, \$3,657-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$925,000 from the Agriculture Department for the Agricultural, Biological, and Environmental Research Complex.

University of Texas at Austin, at least \$6-million from the Department of Defense for research and development; \$750,000—to be shared with three other universities—from the Environmental Protection Agency for a research model on agricultural pollution associated with confined feeding of animals.

University of Texas at El Paso, \$2-million—to be shared with four other universities—from the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research, education, and policy analysis on environmental problems at the border between the United States and Mexico.

University of Toledo, \$276,000 from the Agriculture Department for the Plant Science Research Facility.

University of Utah, \$2-million—to be shared with four other universities—from the Environmental Protection Agency for research on potatoes; \$980,000—to be shared with two other universities—from the Agriculture Department for water-quality research; \$800,000—to be shared with the University of Washing-

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University of Wisconsin at Madison, \$7,393-million from the Agriculture Department for an agriculture-biotechnology and genetics facility; \$3,567-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium.

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Utah State University, \$10-million from the National Aeronautics and Space Administration to build and equip a new space-dynamics laboratory; \$1,021-million from the Agriculture Department for an agriculture-biotechnology facility; \$764,000 from the Agriculture Department for a biotechnology laboratory; \$250,000—to be shared with four other universities—from the Agriculture Department for research on the wheat disease TCK smut; \$212,000—over four years—from the Agriculture Department for curriculum development on preventing disease caused by animals.

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## Government & Politics

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## Business & Philanthropy

### Universities Rethink Their Investments as Recession Slows Endowment Earnings

Some draw on principal to meet campus needs

By JULIE L. NICKLIN

The slowdown in endowment earnings is forcing many colleges and universities to rethink how best to invest their money and how much of their earnings to spend.

Some colleges, wary of losses, are becoming more conservative investors, while others are continuing to pour money into potentially profitable but risky investments in foreign stocks, venture capital, and real estate. At the same time, pressure is mounting on some campuses—particularly those with budget deficits or severe building problems—to use more of the endowment to get the institution through a rough spell.

Either way, the reason for the changes is clear: The 1990's are proving to be a harsh economic climate compared with the heyday of the 1980's.

#### No More Double-Digit Returns

During the last decade, many college and university endowments rode the crest of a booming stock and real-estate market, growing by an average of 13 per cent each year. But over the past two years, many institutions have seen those double-digit returns dwindle. In a few cases, endowments have actually lost money from one year to the next. For example:

■ Harvard University saw earnings on its nearly \$5-billion endowment drop to a mere 1.1 per cent in 1991.

■ The Ohio State University watched the 10.3-per-cent return on its \$322-million endowment in 1990 drop to 6.8 per cent in 1991.

■ Yale University's 13.1-per-cent return on its nearly \$2.6-billion endowment in 1990 declined to 2 per cent in 1991.

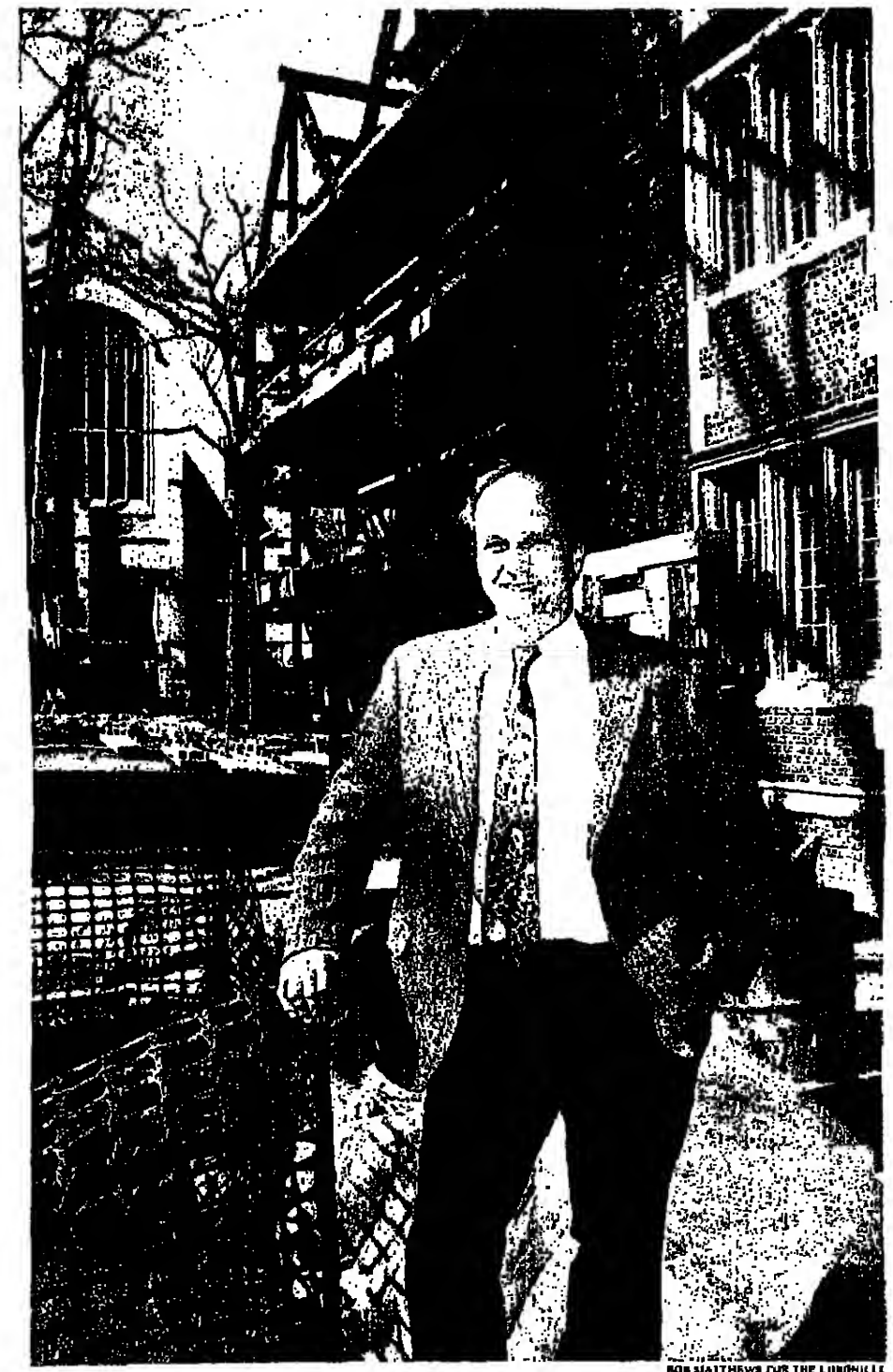
■ Wheaton College in Illinois earned slightly more than 7 per cent on its \$84.9-million endowment in each of the past two years, after earning more than 10 per cent in 1989.

The slowdown in endowment earnings has come at the same time that other sources of money are lagging. Many colleges are limiting tuition increases while federal money for research is decreasing or remaining flat. Along with private gifts, endowment earnings are among the only potential growth areas for college revenue.

That puts colleges in a bind: They can either spend less of their endowment earnings—and end up cutting faculty positions or academic programs—or they can spend more, which could diminish the endowment's future value.

"It's very easy to increase that revenue flow with the stroke of a pen," says David K. Storrs, executive vice-president of the Common Fund, which manages the investments of 600 colleges and universities. "But that's a tough situation to deal with."

Over the years, most colleges have invested in domestic stocks and bonds, certificates of deposit, and money-market accounts. Such traditional investments are



Richard R. Spies, Princeton's vice-president for finance: "We are investing in the physical capital of the facility. And that can have returns over time."

considered relatively safe. A few of the wealthiest universities—such as Harvard, Yale, and Stanford Universities—ventured into areas considered too risky by other colleges and universities. They pumped money into venture-capital funds, entered commercial-property ventures, bought stock in companies located overseas, and bought land expected to produce revenues from oil and gas.

No matter which strategy was used, most colleges prospered during much of the 1980's. According to the National Association of College and University Business Officers, colleges earned an average of 13.4 per cent on their investments in the 1980's. But the recession has brought those favorable returns to a halt. In 1990, the average return dropped to 9.7 per cent. Last year, the figure dipped to 7.2 per cent.


Some college officials are not alarmed at the performance of their endowments in the last two years, saying that they manage investments for the long term. Year-to-year fluctuations, they say, are generally not cause for concern.

Nevertheless, colleges are trying several different strategies to enhance endowment earnings.

#### Some Keep Traditional Approaches

Some have decided to stay clear of riskier investments and stick with traditional approaches. Others are maintaining high-risk investments, including those in bankrupt businesses, failing banks, and leveraged buyouts. Some colleges with endowments in the \$50-million to \$300-million range are cautiously following in the foot-

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## Earnings Decline Prompts Universities to Rethink Investment Strategies

Continued From Preceding Page  
steps of larger institutions that have pursued more non-traditional investments.

Most college investment officials say they will keep most of their funds in domestic stocks and bonds. But in most cases, "diversification" is the buzz word for colleges that are trying to build their endowments.

College financial officers say that spreading money around will let profitable investments offset any that might prove unprofitable in a given year.

"It's the 'Don't put all your eggs in one basket' mentality," says the Common Fund's Mr. Storrs.

"Colleges are becoming more and more sophisticated in investing."

Many business officers, however, say colleges are moving cautiously into new investment areas because, so far, they haven't seen the wealthiest institutions with diversified endowments fare any better than they have in the recession.

### Risky Venture-Capital Efforts

Says Scott C. Malpass, investment officer of the University of Notre Dame: "It's important that colleges stick to the basics and not take their eye off the ball. We must learn from those ahead of us."

The University of Rochester has paid the price of putting too much

of its endowment into high-risk investments. By the mid-1980's, Rochester had about 75 per cent of its endowment in venture-capital investments and in small-capitalization stocks. Venture-capital efforts are risky and potentially profitable investments in promising young companies that are short of funds. Small-capitalization stocks are offered by young companies that are selling their stock publicly for the first time.

For a while the strategy worked. In 1983 Rochester's endowment reached an all-time high of \$665-million, an increase of more than 50 per cent over 1982. But the investments did not stay profitable—one

of the reasons the overall value of the endowment decreased. In 1984 Rochester's endowment was the 8th-largest in the nation. By 1991 it was the 20th-largest, at \$578-million.

### Rochester Diversifies

Rochester has slowly changed to a more traditional portfolio. It now has about 40 per cent of its endowment in domestic and foreign stocks, 43 per cent in bonds, 14 per cent in cash investments, and 3 per cent in oil royalties. Within those categories, Rochester is further diversifying by putting limited amounts in venture-capital and leveraged-buyout funds. Last sum-

mer, Rochester also allocated a small amount—\$3-million, less than 1 per cent of its endowment—to real estate.

"It should be a highly diversified portfolio," says Richard W. Greene, Rochester's executive vice-president and treasurer. "We can never be sure where the best highest returns will come."

Officials at the Ohio State University agree. For years, it has had about 45 to 50 per cent of its \$351-million endowment in stocks. Even though Ohio State officials blame a sluggish stock market for last year's drop in investment returns, they plan to put 60 per cent in stocks, 25 per cent in bonds, and 15 per cent in real estate.

"We feel that equities over the last 60 or 70 years have been the best long-term investment to be in," says Alvin C. Rodack, Ohio State's associate treasurer. "We try not to get upset if we have a bad year."

### Real-Estate Opportunities

Some institutions, however, don't worry about keeping big amounts of money in high-risk investments. Harvard was among the first universities to pump money into real estate, venture capital, and oil and gas.

The university seeks to keep about 40 per cent of its portfolio in domestic stocks, 18 per cent in foreign stocks, 7 per cent in real estate, 12 per cent in venture capital, 6 per cent in oil, gas, and mining, 1 per cent in domestic bonds, 3 per cent in foreign bonds, 2 per cent in distressed securities, and 5 per cent in cash investments. (Harvard maintains a negative balance in its cash investments by holding futures contracts or by lending securities.)

In the past year, the sagging economy forced Harvard to write down the value of investments in real estate and oil and gas by as much as \$200-million. Yet, financial officers don't plan to pull Harvard's money out of those areas and they are actually watching out for new real-estate investments while prices are low.

At the same time, Harvard stands to benefit from a high-risk investment it made four years ago. Harvard would earn \$47-million in a proposed merger goes through between the Banc One Corporation, which owns the second-largest bank in Texas, and Team Bank, the state's fifth-largest bank. In 1988 Harvard paid a total of about \$30 million for 900,000 Team Bank shares, valued at about \$30 each. A share is now valued at \$82, putting the value of the university's investment at roughly \$74-million.

**International Stocks Favored**  
At small and medium-sized colleges, meanwhile, international stocks seem to be one of the fastest growing and most-popular investments. The Common Fund created an international fund in 1983. In the last two years, the number of colleges participating in it has grown from 103 to 150.

To increase endowment returns, Wheaton last year put \$5-million or 6 per cent of its endowment into international stocks. In the 10 months since buying the stocks, Wheaton has seen a 14-per-cent return on the investment.

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a good move for us," says Kenneth C. Larson, the college's associate investment manager.

Like Wheaton, Berea College is looking for new opportunities to position its \$300-million endowment for the 1990's. Over the next few years, officials plan to put about \$2-million a year into real estate. They are also thinking about increasing the almost \$3-million Berea already has invested in bankrupt companies.

"We hope to provide some additional return beyond what the market is bringing us," says Leigh A. Jones, Berea's vice-president for business and finance. "We really need to lengthen our time horizons. We spend too much time worrying about the day-to-day returns."

Balancing the future growth of endowments with current fiscal needs, however, has become more difficult for some investment managers.

### Setting the 'Spending Rate'

Most institutions put a portion of each year's endowment earnings into the operating budget, and the remainder is reinvested to help the endowment grow. Many institutions seek to keep their "spending rate" each year at around 3 or 4 per cent of the market value of the endowment. Although the 1991 NAACSO endowment survey indicates that the average spending rate is about 4.5 per cent, some business officers think most institutions spend more than that now.

Many colleges try to avoid spending more than 3 or 4 per cent because less money is then available to reinvest in the endowment.

But some are weighing spending more of the endowment for special needs or to avoid cutbacks in academic programs.

From 1990 to 1991, Wheaton's endowment dropped from \$86.9-million to \$84.9-million, largely because officials pulled out \$4.6-million to help cover the costs of building a new dining hall and renovating a classroom and administration building.

"There's a tension between looking toward the future and saying we have a program we need to support now," says Wheaton's Mr. Larson. "The reality is that we really needed a new facility, and a building needed renovating."

### 'Balancing Our Investments'

Other universities have decided to increase endowment spending gradually. Princeton University plans to raise its 4.25-per-cent spending rate on its \$2.6-billion endowment to 4.75 per cent in 1993. The increase will free up about \$8-million annually. Officials plan to use the money for deferred maintenance, laboratory renovations, new equipment, and other needs.

Princeton officials counter critics who contend that the university will be shortchanged in the long run if it increases endowment spending now. "We're balancing our investments rather than borrowing from the future," says Richard R. Spies, Princeton's vice-president for finance and administration. "To look at just the endowment is too narrow a look. We are investing in the physical capital of the facility. And that can have returns over time."

## Many Colleges Believe the Slump in Real Estate Will Be Temporary

Many colleges and universities eagerly became real-estate investors during the 1980's, developing office buildings, shopping centers, hotels, and residential properties. For a while the money rolled in.

But in many parts of the country, property values have plummeted during the recession. Some colleges have been forced to write down the value of their real-estate holdings, pulling down the value of their endowments. Others have found themselves stuck with property they want to get rid of but hesitate to sell in a depressed market.

Many college-endowment managers, however, say the drop in real-estate values is only temporary. Some investors, predicting better days ahead, are already looking for new properties.

### 'A Double Whammy'

"A mix of the recession and the credit crunch—those two factors combined—have put a double whammy on real-estate values," says Tom D. McCarthy, vice-president and portfolio manager for JMA Institutional Realty Corporation, in Chicago. JMA manages four real-estate funds in which 44 colleges invest. The funds, which include investments in office buildings, shopping centers, and warehouses, range in value from \$46-million to \$235-million.

In 1991, JMA wrote down the values of the funds by amounts ranging from 5.5 per cent to 20 per cent.

The year before, JMA had written down the value of three of the funds by as much as 13 per cent.

Harvard University, one of the largest individual real-estate investors, seeks to have about 7 per cent of its \$4.7-billion endowment in office buildings, residential properties, hotels, and industrial facilities across the country. Last year, Harvard wrote down the value of its holdings by roughly \$100-million, dropping the value of the investments to about \$223-million.

"We had hoped they would all be great successes," says Jack R. Meyer, president of Harvard Management Company. "In this environment, it's hard to maintain that valuation. It's a tough market in real estate."

Over the past eight years, Emory University has put a portion of its \$1.5-billion endowment into real estate. Officials last year wrote down the value of the investments from \$20-million to \$18-million.

"I'm just glad we don't have any more invested in it than that," says John L. Temple, Emory's executive vice-president.

George Washington University owns several buildings a few blocks from the White House—investments that represent about 40 per cent of its endowment of approximately \$300-million. The buildings are leased as offices, shops, and restaurants.

From 1982 to 1988, returns on those investments catapulted the

university's \$81-million endowment to \$252-million, putting it among the nation's top 40 endowments. The endowment now ranks at number 47. Although the university has not written down the value of its investments, it has seen earnings on the ventures stagnate.

"It does have an impact," says Louis H. Katz, the university's vice-president and treasurer. "But it's turned out to be a good investment even though it's not growing as rapidly as it has in the past."

### Looking for Good Deals

Even when colleges don't pay anything for their holdings—when someone gives them property—problems can arise. Over the years, Wheaton College in Illinois has received gifts of ranch property, office buildings, and homes. Valued at \$3.5-million, the real estate represents about 4 per cent of Wheaton's \$85-million endowment. But Wheaton has delayed plans to sell some property. "We just don't like to sell in the midst of a real-estate recession," says Kenneth C. Larson, Wheaton's associate investment manager.

On the other hand, some colleges are hoping to snag deals at low prices, figuring that values will bounce back. Vanderbilt University has about 4 per cent of its \$613.2-million endowment in real estate. Despite writing down the value of those investments by about \$4-million, officials want to buy more.

"There's a chance you can really make good," says William T. Spitz, Vanderbilt's treasurer. "Disaster creates opportunity."

—JULIE L. NICKLIN

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## Stanford Bookstore Said to Have Lost \$2-Million on Investments in Stocks

PALO ALTO, CAL. Investigators are examining allegations that the Stanford University bookstore lost nearly \$2-million in the stock market last year while its managers received \$100,000 salaries and had the use of a vacation home.

The investments are the latest in a series of controversial disclosures about the store, a non-profit corporation independent of the university.

The store's practices are under scrutiny by the California Attorney General, who is looking at whether its compensation packages violate

laws governing non-profit organizations. According to a report in *The Stanford Daily*, senior bookstore employees received salaries of \$100,000 or more and had the use of a vacation home, motor home, sailboat, and luxury cars.

### 'Rather Speculative'

In another report last month, *The Daily* said the bookstore's controller had invested several million dollars of the store's reserve funds in what a member of the store's board of directors characterized as "rather speculative" stocks. The controller, Patrick McDonald, al-

legedly made the investments without the knowledge of store managers or its board of directors, according to the report.

As of June 30, 1990, the bookstore held close to \$5-million in marketable securities, the paper said. After Mr. McDonald resigned in September of that year, the store began selling off all but \$537,000 of the securities, taking a \$1.8-million loss. The loss represents about one-tenth of the store's total assets.

As part of its investigation, the Attorney General's office will examine whether the store complied with state laws that permit non-profit organizations to invest funds in the stock market but say that they should "avoid speculation."

—LIZ McMILLEN

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International studies. For policy studies on Vietnam, and to support study scholars from Vietnam: \$225,000 to Tufts U.

**Regligion.** For the Program in History at the Korean American Community Center: \$50,000 to McCormick Theological Seminary.  
—For the seminary's program for Korean members of the clergy: \$150,000 to New York Theological Seminary.

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Support. For support of programs: \$10,900 challenge grant to Gettysburg College.

### GIFTS & REQUESTS

**Casa Western Reserve University.** For programs in entrepreneurial management: \$400,000 from Joseph Callahan.

**College of Mount Saint Vincent.** For support of programs: \$450,000 from the estate of Marion V. Goepfert Baker.  
**College of William and Mary.** For scholarships on the school of business administration: \$100,000 from Andersen Corp.

**Davidson College.** For a professorship in mathematics and the physical sciences: \$1-million from Textron Inc.  
—For a professorship: \$1-million from E. J. and Nancy M. M. and Nancy M. M.

**DePaul University.** For support of programs: computer equipment valued at \$355,700 from the Computer Systems Division of Harris Corporation.  
**Eastern Virginia Medical School.** For a professorship in surgery: \$600,000 from the estate of Edward J. Brinkhorne.

**Iowa State University.** For the college of engineering: computer equipment valued at \$4-million from Edward McCabe and Sidcon Graphics Inc.

—For a professorship in civil engineering and for scholarships: \$750,000 from W. do and Catherine Wagner.  
—For the computer-science department and the department of electrical and computer engineering: \$253,000 from Hewlett-Packard Company.

**John Carroll University.** For biology and chemistry programs: scientific equipment valued at \$300,000 from Van Waters & Rogers Inc.

**Loyola University (La.).** For support of programs: \$500,000 from Rose and Charles Keller, Jr.

**Paul Smith's College of Arts and Sciences.** For hospitality education program: \$175,000 from Marriott Education Services Inc.

**Pennsylvania State University.** For fellowships in the college of business administration: \$100,000 from Jeffrey M. and Barbara Picower.

**Rocky Mountain College.** For merit scholarships for incoming students from Montana high schools: \$500,000 from Edward A. Spidel.

**University of California at Davis.** For programs of student assistance: \$1-million from the estate of Hubert Waldman.  
—For fellowships in the College of Agricultural and Environmental Sciences and for research in the Division of Biological Sciences: \$1.47-million from the estate of John F. Steindler.

—For fellowships and other programs in the biological sciences: \$100,000 from Henrietta Holhaender.

**University of Idaho.** For scholarships and support of other programs: \$1-million from the estates of Jack and Frances Morgan.

**University of Kansas.** For athletic scholarships: \$100,000 from Ed and Betty Carter.  
—For scholarships in microbiology: \$105,000 from Howard J. and Betty Koonce.

—For scholarships for undergraduate students: \$300,000 from Richard R. Smith.  
**University of Massachusetts at Amherst.** For the department of polymer science and engineering: \$500,000 from the estate of Wilmer D. Barrett.  
**University of North Carolina at Chapel Hill.** For the school of dentistry: \$2-million from E. B. and Linda Tarrson.  
**University of South Alabama.** For the medical school: \$600,000 from Alvin Mitchell.  
**Wagner College.** For support of programs: \$1-million from Donald and Evelyn DeRo.

## Business & Philanthropy

## Montana State

A senior at Montana State University lost his position on the Student Senate last week because he violated a university rule that bans unmarried couples from living in family housing.

Brock Albin, a senior majoring in English literature, had lived in a three-bedroom house in the university's family-housing area for two years with the mother of his child. The use of the houses, which are owned by the university and rented to students at discount rates, is restricted to students who are married or to students who are single parents.

Rolf S. Groseth, Montana State's vice-president for student affairs, says the policy was adopted to prevent single students from crowding out students with families.

After Mr. Albin won a family-district senate seat in the university's student elections last month, a family-housing administrator reported that Mr. Albin did not qualify for the seat because he was not eligible for family housing.

The Student Judicial Committee voted on the matter last week and declared Mr. Albin's election invalid. Mr. Albin says he will challenge the university's policy. He has been discussing the issue with officials at the state Human Rights Commission.

"We consider ourselves a family and feel that the rule is discriminatory," Mr. Albin said.

Regis University is offering an educational warranty that guarantees students a bachelor's degree in four years or free tuition until they graduate.

The warranty will begin next fall for students in Regis College, the university's undergraduate, liberal-arts division.

To qualify for free tuition after four years, students must maintain a 2.0 grade-point average every semester, complete 12 academic credits each semester, finish eight semesters in four years, and pursue a single major and a single minor.

Students who are suspended for a semester and those who take a semester off will not meet the requirements. The guarantee is retroactive and applies to currently enrolled students—including seniors—as long as they meet the requirements.

University officials think the warranty will boost their recruiting and retention efforts.

"We're hoping this will offer another incentive for students to finish in four years," says Robert Blust, director of admissions.

About 93 per cent of the college's full-time students earn their undergraduate degrees within four years.

Administrators estimate that they will have to pay tuition for about eight students a year under the program. Tuition for the 1991-92 academic year was \$11,070 at the Jesuit institution. About 1,000 students are enrolled in Regis College.

## Students

## Colleges Are Trying Ways to Enhance Academic Advising

Students and administrators say discussing goals can be fruitful

By SUSAN DODGE

Responding to complaints about the poor quality of academic advising, some colleges and universities are trying new ways to help students plot their academic careers.

By taking such steps, administrators hope not only to improve student recruitment and retention, but also to enhance the image of advising.

Many undergraduates, particularly at large institutions, say that most professors do not spend enough time helping them design their course schedules or cope with the demands of college life. In some cases, advisers simply sign a form after students have picked out their courses. In others, faculty members who are designated as advisers have little expertise in helping students make their way through a plethora of courses.

### 'Outdated Methodology'

"Many schools are locked into an outdated methodology of advising," says Katharine Antommara, associate dean of the College of Arts and Sciences at Valparaiso University and a member of the National Academic Advising Association. "Advisers just wait for the students to come in for appointments. The students say 'I want these courses,' and the adviser fills in the prescription blank. There is no effort to go beyond that."



Vivian Nix-Early of West Chester U.: "This moves advising away from scheduling. The student learns about him or herself as part of a partnership with a faculty member."

Students and administrators say that advising can be crucial to an undergraduate's academic success because faculty members and professional advisers can provide the kinds of detailed information about courses and professors that are not found

in course catalogues. When students are left to fend for themselves, administrators say, they sometimes put off taking important or required courses, making it difficult to meet graduation requirements within four years, much less fit in interesting electives or a semester abroad. Advisers can help students avoid those pitfalls.

"Advisers can really improve students' satisfaction with their education by helping them to recognize their own skills and limitations and by guiding them toward good self-assessment in their personal and career goals," says Tom Grites, director of academic advising at Stockton State College.

At some institutions, faculty members serve as advisers, while at others advising is the job of professionally trained administrators. Some institutions use a combination of faculty members and professional advisers.

### Institutions Offer Rewards

The changes institutions have made in academic advising involve increased contact between students and advisers. Rather than simply telling a student whether courses meet graduation requirements and signing a slip of paper, advisers take time to talk to students about their strengths and weaknesses, as well as their career goals.

Some institutions offer rewards to faculty members who spend time advising students.

"This moves advising away from scheduling," says Vivian Nix-Early, interim associate provost at West Chester University. "You see students throughout their careers and not just at times when they have to sign up for classes. The student learns about him or herself as part of a partnership."

Continued on Following Page

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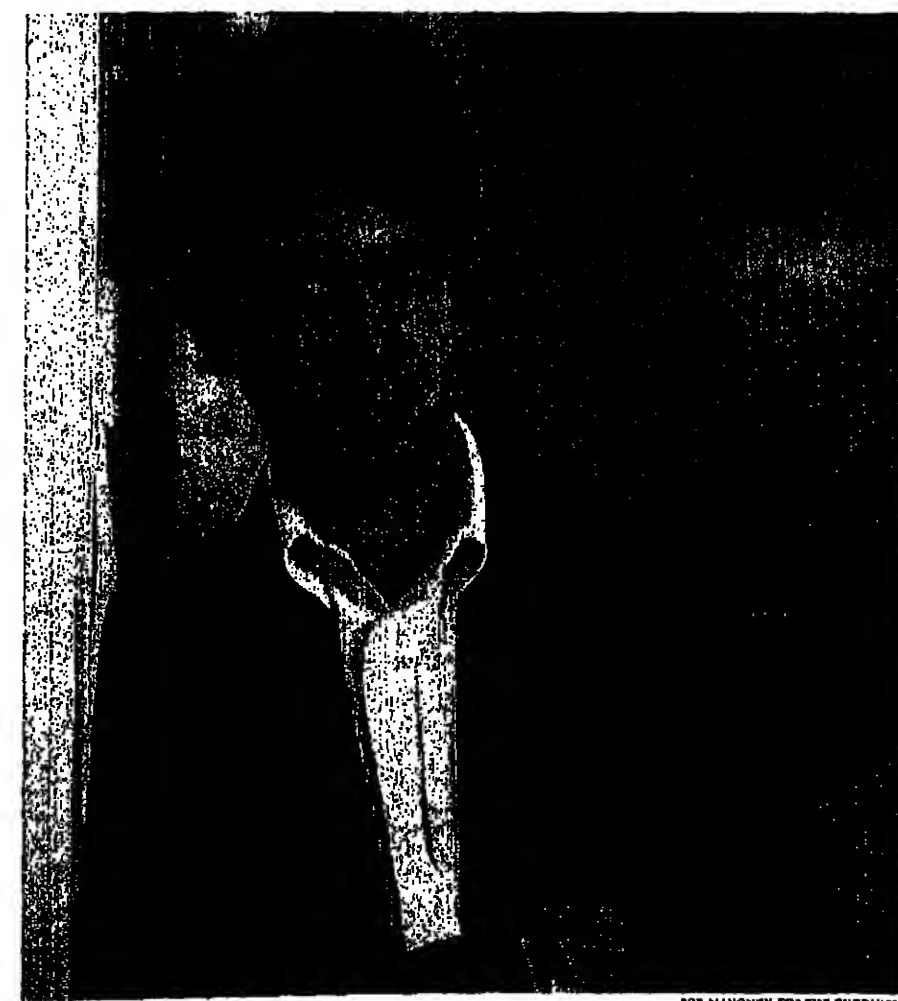
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Joe Shields, a junior at Syracuse U.: "Much of the quality academic advising and the personal contacts seem to come early on, and then fizzle."



## Colleges Try New Approaches to Academic Advising

*Continued From Preceding Page*  
ship with a faculty member, instead of in a traditional doctor-patient model where they come in saying, "O.K., tell me what to do."

### Talking About Their Lives

Some students say that talking to advisers about their lives has helped them juggle personal and academic problems. Vickie Jones, a junior at Columbia College in Chicago, says her advisers helped her during the past two years as she went through a divorce and a child-custody dispute and tried to cope with the death of her father.

Ms. Jones says: "They helped

me figure out when to stick it out, and when to take time off and make up classes later."

Following are some examples of recent efforts to improve academic advising:

■ Last fall, in response to students' demands, the University of Texas at Austin opened an Undergraduate Advising Center in the undergraduate library. Four full-time professional advisers and eight students working as part-time peer advisers make up the staff. The advisers work primarily with students who have not yet declared academic majors. Before the center was opened, students who had not decided on a major were as-

signed to advisers in various colleges at the university. But after the students declared a major, they had to change advisers. If they changed their major, they had to switch again. Students often complained of the lack of continuity and of the long lines for scheduled appointments.

■ Officials at the University of Alabama at Birmingham started an advising program in 1989 for freshmen and sophomores who are undecided about an academic major. A staff of three professional advisers monitors students' academic progress through a computerized tracking system that lets advisers send students regular letters about

counseling appointments and academic progress.

■ At West Chester University, the Academic Advising Center has four full-time and five part-time faculty advisers who write letters to new students before they arrive on the campus. Once students are enrolled, faculty members send them birthday and holiday cards and letters congratulating them on academic achievements. If a student misses a scheduled appointment with an adviser, the adviser posts a "wanted" poster near dormitory cafeterias that includes the student's picture.

■ Students at the Ohio State University who do not have the grade-point average needed to major in their field of choice can participate in the institution's alterna-

tive advising program. Students who are turned away from the School of Business, for example, can receive counseling from advisers in the alternative program or other majors they might consider that use business skills but are offered through other departments.

In addition to efforts by institutions, the National Academic Advising Association sponsors a program that provides consultants who can do a complete review of an institution's advising program or simply visit for a day to give advisers tips on how to reach out to students. The cost is \$250 a day.

Ms. Antommarrin, the Valparaiso University dean who is also chair of the consultants' program, says students look for three things in academic advising: accurate information, ease in meeting with an adviser, and a personal relationship with the adviser.

To show that they believe advising is important, colleges should tell faculty members, as part of their contracts, that advising is necessary for promotion and tenure, says Ms. Antommarrin. Most institutions don't do that, she adds.

### Deciding on a Career

Students say they look for more contact with advisers during their junior and senior years, when they typically are choosing from a wider array of courses and trying to decide on a career. But undergraduates say that their contact with advisers often dwindles after their first year or two.

"Advisers seem to have a limited interest in affecting students' lives when they first arrive, but afterwards, much of the glitz and glory is gone," says Joe Shields, senior at Syracuse University and president of the Student Government Association. "Much of the quality academic advising and the personal contacts seem to come early on, and then fizzle."

Many advisers agree that they need to continue to track the progress of upperclassmen and to work harder to give special attention to returning, adult students and students from minority groups.

Indeed, many institutions have formed programs to provide academic advice to those groups.

At Eastern Michigan University, for example, a mentor program started in 1987 is geared toward improving the retention and performance of minority students.

The students meet three times a month with faculty mentors to talk about how they can improve their grades.

They also listen to speakers and attend workshops on such topics as critical thinking and avoiding procrastination. About 78 per cent of students in the program improved their grade-point average from the fall semester to the spring semester of 1991, university officials say.

Advisers say that when things go well, advising can have a striking impact on the path students choose to follow academically.

"When they come in they're often anxious, and down on themselves," says Virginia Gordon, director of the alternative advising program at the Ohio State University. "But after we show them some of the areas that fit their interests, they're like different people."

Students

Side  
11/15/92

The reform movement now gripping the rest of college sports is getting off to a slow start in the association that oversees community-college athletics.

In the last few years, the National Collegiate Athletic Association's presidents' commission has mastered that association's governance process and won passage of a series of academic and financial reforms. In the National Association of Intercollegiate Athletics, the presidents' council last year became the group's primary governing body.

At its annual meeting this month, the delegates' assembly of the National Junior College Athletic Association deferred action on a set of proposals designed to cut season lengths and scholarships.

The proposals, which were developed by a special committee of three presidents and of the NCAA's top officials. But the group's regional decision-making structure is dominated by athletics directors and coaches, and their opposition at the annual assembly persuaded the presidents to table the proposals.

"We knew when it came to the floor that we would not be able to get the votes for the total package," said Mark Hopkins, president of Anderson College.

Mr. Hopkins, the chairman of the presidents' panel, said the NCAA absolutely must cut time demands on athletes and reduce costs. While the NCAA limits the season lengths in all of its sports to 22 weeks, he said, many NCAA sports have 26- or 30-week seasons.

And while the NCAA has voted to cut basketball scholarships to 13 from 15, and baseball scholarships to 11.7 from 13, the NCAA permits its colleges to offer 24 scholarships in basketball and 36 in baseball.

"We have students who are more academically at risk than the NCAA schools have, because of the basic nature of our institutions," Mr. Hopkins said. "If the NCAA is moving to protect their athletes academically, we should do as much or more."

While some presidents expressed disappointment at the deferral of the reform proposals, they also seemed confident of progress in the future.

"I don't think presidents want to take over any organization," said John J. Swalec, Jr., president of Waubesa Community College. "There's been a strong effort by presidents to influence athletic programs to be more sensitive to the academic needs of students, and that's the direction we're going in."

Mr. Hopkins sought to put the NCAA's fledgling reform effort in historical perspective. "It has taken the NCAA eight or nine years to get its reform movement in gear," Mr. Hopkins said, dating that movement to the 1984 creation of the NCAA's presidents' commission. "We're right at a year in our process."

## Athletics

### NCAA Officials Try to Counter Charges of Sex Bias in Sports

College group's director insists it has begun acting on gender gap

WASHINGTON

As advocates for women and several members of a House panel decried the inequitable treatment of female athletes and coaches, National Collegiate Athletic Association officials insisted at a hearing last week that they have begun to address the problem.

The hearing, the fourth held by the House Subcommittee on Commerce, Consumer Protection, and Competitiveness since last June, sought to gauge the extent to which college sports programs now comply with Title IX of the Education Amendments of 1972, the federal law barring sex discrimination at institutions receiving federal aid.

### 'We Would Be Outraged'

The verdict of women's sports proponents was clear: They don't. Armed with recent NCAA and General Accounting Office studies reflecting large gender gaps in participation rates, scholarship spending, and coaches' compensation, the advocates and the panel's chairwoman, Rep. Cardiss Collins, complained that colleges, the NCAA, and the Education Department's Office for Civil Rights had failed to protect the rights of female athletes and coaches.

"For too many years, schools have been spending more effort to find excuses not to comply with Title IX than to find ways to implement the law," said Representative Collins, an Illinois Democrat.

Noting the NCAA study's finding that men receive more than two-thirds of athletic-scholarship money and three-quarters of sports operating expenditures, she added: "If schools had special programs for male scientists, or if they designated two-thirds of their academic scholarships for men, we would be outraged. We should

*Continued on Following Page*

### SEEKING A STRONGER VOICE

## College Basketball Coaches Push to Regain Control Over the Sport

By DEBRA E. BLUM

MINNEAPOLIS

Amid the cheering of thousands of fans last week at college basketball's biggest event of the year, the Final Four, could be heard the grumbling of many college basketball coaches.

The coaches, who meet each year during the weekend of the finals of the National Collegiate Athletic Association's Division I men's basketball tournament, were frustrated by what they consider a lack of control over their profession. They discussed ways to gain a louder voice in the governance of their sport.

Assistant coaches discussed legal action, black coaches talked about the need to speak out more, and other members of the National Association of Basketball Coaches proposed ways to shape up their organization. About 3,000 NABC members, who are mostly college and high-school basketball coaches, registered for the weekend of meetings, clinics, and exhibits here.

"We want to position ourselves better so we can be heard better," said Jim Harkiss, the men's basketball coach at the University of California at Los Angeles and a member of the NABC. "We want to be a real part of the decisions that affect us, our students, and our schools."

"We want to position ourselves better so we can be heard better," said Jim Harkiss, the men's basketball coach at the University of California at Los Angeles and a member of the NABC. "We want to be a real part of the decisions that affect us, our students, and our schools."

### Anger Over Salary Rule

Many of the coaches' complaints focus on the NCAA's 1991 cutbacks in scholarships, season lengths, and the size of coaching staffs. Some basketball coaches were particularly angered by

the cuts because they said the presidents' commission of the NCAA—the driving force behind the cutbacks—had never solicited their opinions or heeded their advice.

A particularly pressing matter for many assistant and part-time coaches is the rules change, scheduled to take effect August 1, that limits the annual salary of one assistant coach on each Division I basketball staff to no more than \$16,000. Although the so-called "restricted-earnings coach" would be considered a part-time employee, many coaches say it's a full-time job during the season and often through the summer.

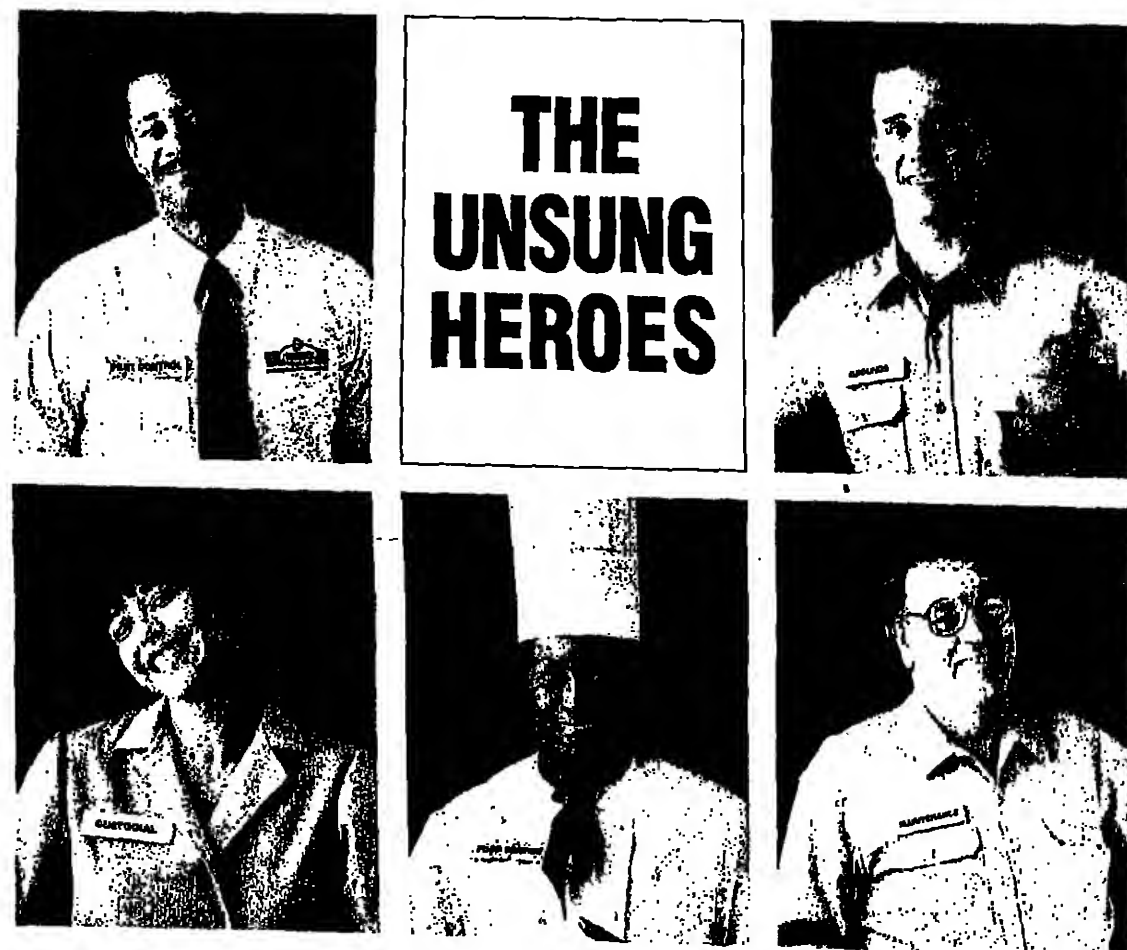
**"We want to be a real part of the decisions that affect us, our students, and our schools."**

As many as 500 assistant and part-time coaches gathered for a special session of the NABC convention. They voted unanimously to support action that may lead to a lawsuit against the NCAA, challenging the limited-in-

come rule. That challenge, a federal class-action suit, might include claims of antitrust violations, interference with contractual rights of employment, and possibly race or age discrimination, said Ken Denzel, a Chicago lawyer who represents the coaches. Some of the affected coaches are members of minority groups or are over 40 years old, he said. A lawsuit could be filed as soon as next month if enough money can be raised to handle legal fees, he added.

At the NCAA meeting in January, the association's Division I-A members voted to accept a proposal drafted by the football coaches to replace their four restricted-earnings coaches with

*Continued on Page A45*



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### Michigan State Names New Athletics Director, but Controversy Lingers

By DOUGLAS LEDERMAN

Merrily Dean Baker, Michigan State University's new athletics director, is known as a consensus-builder who can unite disparate elements.

Given the recent feuding in Michigan State's sports program, and the fractious search that resulted in her selection, Ms. Baker will need those fence-mending skills when she starts her new job next month.

If her appointment this month had been announced at most colleges, headlines would have emphasized the fact that Ms. Baker will be only the second woman to run a sports program with a big-time football team. Barbara Hedges, the athletics director at the University of Washington, is the other female director in Division I-A.

But at Michigan State, which since 1990 has been torn apart by the struggle over control of the sports program, Ms. Baker's selection was met by charges of racism and

*Continued on Page A45*



Merrily Dean Baker, Michigan State's athletics director, with President John D'Ignazio. "Today is the beginning of the future, and we must move forward together."



## NCAA Tells Critics It Is Responding to Complaints About a Gender Gap

Continued From Preceding Page

Richard D. Schultz, who's been the NCAA's executive director for just five years, found himself in the tricky position of having to answer accusations that the association has virtually ignored Title IX since the law was established in 1972.

Most of the NCAA's critics at the hearing applauded Mr. Schultz for taking the issue seriously during his own tenure, and the director sought to capitalize on that good will by stressing the steps now under way within the association to promote gender equity.

Mr. Schultz provided a partial list of the members of a new special panel designed to consider ways in which NCAA institutions can better meet both the legal and "moral" standards of gender equity. The list—which included such vocal women's advocates as Donna Lopiano, executive director of the Women's Sports Foundation, and Ellen Vargyas, senior counsel of the National Women's Law Center—suggests how intent the NCAA is on promoting sex equity, he said.

He also said the NCAA's presidents' commission had decided this month to create its own special panel on gender equity. The presidents had not originally planned to address that subject until 1993 as part of a broader consideration of financial issues, but they have now determined that it must be dealt with sooner, Mr. Schultz said.

"I regard it as vital that the NCAA



Rep. Cardis Collins: "How can you convince us that the NCAA is committed to resolving these problems?"



Richard D. Schultz, NCAA's head: "It is vital that the NCAA take a leadership role in the months and years ahead."

take a leadership role in the months and years ahead," he said.

The women's sports advocates welcomed the NCAA's recent overtures but called them long overdue.

### 'A Long Way to Go'

"The university community must take responsibility for the pervasive sex discrimination in its intercollegiate athletic programs, and it must exercise the leadership to eradicate that discrimination," said Ms. Vargyas of the women's

law center. "It has a long way to go. The few tentative steps which have been taken are a start, but they are not nearly enough."

Ms. Vargyas and other advocates said the colleges were only partly to blame. They also accused the Education Department's civil rights office of having failed to enforce Title IX since the late 1970's. Given oca's inaction, they said, it is hardly surprising that the colleges have done so little.

"When Title IX was enforced in

the 1970's, there was phenomenal growth in the opportunities for women in sport," said Christine H. B. Grunt, director of women's athletics at the University of Iowa. "When Title IX was not enforced in the 1980's, that progress came to a screeching halt."

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### 'On the Right Track'

Two Republican members of the panel, Rep. Michael G. Dwyer of Ohio and Rep. Alex Molesworth of North Carolina, urged their colleagues on the subcommittee of the NCAA solve its own problem.

"It's apparent to me that the NCAA is on the right track in dealing with the issues of gender equity," said Representative Dwyer.

Throughout the series of hearings on sports issues, Representative Collins has seemed inclined to direct pressure, but not legislation, at the NCAA. This month, for instance, she wrote to the chair of the presidents' commission asking that the panel look closely at the issues of gender equity and equity hiring in sports.

Near the end of last week's hearing, she asked Mr. Schultz: "Can you convince those of us in Congress that the NCAA is committed to resolving these problems?"

Said Mr. Schultz: "Things are moving to deal with these problems. I'm hopeful that you will see progress."

## Athletics

## Coaches Vow to Regain Control Over Basketball

Continued From Page A43

one regular assistant coach and two graduate assistants. The basketball coaches offered no such proposal.

James M. Rosborough, an assistant coach at the University of Arizona who is leading the campaign to overturn the restricted-earnings rule for basketball coaches, said the NCAA convention fell right in the middle of the basketball season, and the coaches who might have lobbied for changes were unable to attend. He added that individual basketball coaches and the NABC traditionally have not had a strong voice within the NCAA.

"We feel like we have never had a true advocate for college basketball," Mr. Rosborough said.

### Disorganized and Weak

Jim Murchiony, a spokesman for the NCAA, said it was premature to respond to the possibility of a lawsuit, but that he hoped the coaches would find another way to address their concerns. He noted that the timing of the NCAA convention should not affect the basketball coaches' lobbying efforts because the important campaigning must be done in the summer, when proposals for rules changes are due.

A growing number of coaches want to restructure the NABC, which has been criticized as disorganized and weak.

At the meeting, NABC members talked about hiring a new high-profile executive director and a full-time staff of three or four people to oversee the 4,400-member organization. They discussed moving the association's Connecticut office to Kansas so it would be nearer to the NCAA, and also said they would consider hiring public-relations and lobbying specialists.

"In the past we have tended to present ourselves as a disunited, complaining bunch, instead of a well-organized group prepared to identify and solve problems," said George Raveling, the men's basketball coach at the University of Southern California and a member of the NABC's Board of Directors.

"The power brokers are the presidents, the Knight Commission, and the NCAA council. We need to get involved in the legislative process."

Mr. Raveling turned down an offer this month to become the NABC's executive director.

Talk of unionizing, which was first broached last fall, was limited at the meeting. Some coaches said they saw a union as a viable alternative to the legislative process.

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native and would continue to examine the possibility. But others said the idea would stay aloft only until the coaches' association made its much-needed changes.

Stepping up lobbying efforts and promoting the coaches' positions were the dominant themes at the meeting of the Black Coaches' Association, as well.

### Time to Speak Out

Rudy Washington, the men's basketball coach at Drake University and the NABC's executive director, urged the approximately 200 coaches in attendance to speak out on issues that affect them. He said, for example, he had not heard enough from coaches who ought to be outraged by the NCAA's limited-earnings rule and the elimination of the graduate-assistant coach.

"Ten years ago this meeting would not have taken place because of personal fears about job security and rocking the boat," Mr. Washington said in an interview. "Then we started speaking up and out, but over the last three or four years, people have quieted down again."

John Thompson and John Chaney, the men's basketball coaches at Georgetown and Temple Universities, respectively—two of the elder statesmen of the NABC—lambasted their colleagues for not taking stronger stands.

Mr. Thompson evoked his experience of several years ago when he became a vocal critic of Propositions 42 and 48, two NCAA reforms that changed the academic standards for athletes.

"All of you sat there," he roared. "Not a voice, not a phone call did I get."

Mr. Chaney told the crowd that through silence "we victimize ourselves."

### Seeking the 'Ripple Effect'

Jerry Lloyd, the men's basketball coach at Louisiana Tech University, said that while many coaches

had spoken out, their "voices just didn't have the same ripple effect" as did Mr. Thompson's and Mr. Chaney's.

In a related matter, Mr. Washington said that incidents involving a Duke University basketball player and Indiana University's men's basketball coach, Bob Knight, had been unfairly portrayed as racial issues. He urged members of the NABC to be careful not to attach a racial label to general issues of fairness.

In an interview, he said: "Of course we should attack racism if it comes up, but not everything should be looked at in black-white terms."

His comments were in response to concerns voiced at the meeting by some black coaches who felt two players involved in separate incidents on the court were treated differently because of their race.

They said that Duke's Christian Laettner, who stepped on an opponent's chest during a game last month, and the University of Connecticut's Rod Sellers, who elbowed Mr. Laettner in the head in a game last year, were not punished equally. Mr. Sellers, who is black, was suspended for one game. Mr. Laettner, who is white, was not.

Mr. Washington also dismissed calls by black coaches and civil rights groups that Mr. Knight be reprimanded for pretending to whip one of his black players.

He defended the Indiana coach's record in dealing with black players and said the incident should be ascribed to the coach's "peculiar sense of humor," not to racism.

## Suit Accuses Brown U. of Discriminating Against Its Female Athletes

By DEBRA E. BLUM

A sex-discrimination lawsuit against Brown University is the latest salvo in an increasingly intense battle by women's-rights advocates for equality in intercollegiate sports.

The suit, filed last week in federal district court in Rhode Island by nine Brown women, claims that the university has discriminated against women in its athletics programs. It seeks reinstatement of the varsity women's gymnastics

and volleyball teams, which were eliminated last year, and an order requiring the university to provide equal athletics opportunities for women and men.

Robert A. Reichley, Brown's executive vice-president, said he could not comment on the lawsuit because he and other Brown officials had not yet seen it. He said, however, that Brown had provided equal opportunity for men and women in intercollegiate sports.

"We feel we are in compliance,"

## Vanderbilt's Women's Basketball Program Penalized for Major NCAA Violation

The women's basketball program at Vanderbilt University will forfeit one scholarship next year and provide 10 paid campus visits instead of the usual 15 this year because of a major violation of National Collegiate Athletic Association rules.

The NCAA's Committee on Infractions announced last week that it had accepted penalties that the university previously had imposed on itself.

The Vanderbilt case stemmed from what was originally a minor violation in March 1990, in which the former women's basketball coach, Phil Lee, gave an athlete a ride and a free ticket to a local high-school basketball tournament. Mr. Lee also made contact with a potential recruit at that tournament, another minor violation.

Those breaches would have

been resolved with only a minor penalty, the infractions committee said, if Mr. Lee had not lied about them and persuaded the athlete to do the same.

### Admission by the Coach

In March 1991 the athlete told Vanderbilt officials that she had misled the university's investigators and that Mr. Lee had encouraged her to do so.

Mr. Lee admitted that he had done so and quit as coach that month.

Besides the scholarship and recruiting limitations on Vanderbilt, the infractions committee ruled that Mr. Lee will have to appear before it if he seeks employment in an athletically related position at an NCAA member college within the next three years.

—DOUGLAS LEDERMAN

### Response to Threatened Suits

New Hampshire was the third college since 1990 to respond to the threat of a lawsuit by reversing a decision to drop a women's team. In all three cases—the others were at the University of Oklahoma and the College of William and Mary—as well as at Brown, team members claimed the cuts violated Title IX of the Education Amendments of 1972, which requires institutions that receive federal aid to provide equitable treatment to men and women.

Last spring, Brown dropped men's golf, men's water polo, women's gymnastics, and women's volleyball as part of a university-wide budget reduction. Members of the former women's teams contacted Trial Lawyers for Public Justice, a public-interest law firm in Washington that handled similar cases at New Hamp-

shire, Oklahoma, William and Mary, and Temple University.

According to the lawyers' group, women make up 49 per cent of the undergraduates at Brown, but fewer than 39 per cent of the varsity athletes at the university are women.

The group says that the federal government's interpretation of Title IX requires that the ratio of female to male athletes be substantially equivalent to the ratio of women to men who are students.

he said, referring to federal sex-discrimination laws. "We feel our record is better than most schools in the country, and we are one of the leaders in offering sports opportunities to women."

Mr. Reichley added that Brown did not intend to be forced to make additions to its sports program that it could not afford.

The action against the university came a month after the threat of a similar suit prompted the University of New Hampshire to reinstate its women's tennis team and address other issues of equity in its sports program.

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## Michigan State Names New Athletics Director, but Controversy Lingers

Continued From Page A43

by continuing controversy about the man she replaced, George Perles.

Ms. Baker, an assistant executive director of the National Collegiate Athletic Association, sought to look ahead rather than back.

"I am well aware that this decision has not been easily achieved, and that there was a significant amount of pain involved," she said after the trustees' approved her appointment. "But today is the beginning of the future, and we must move forward together."

### Drama and Hard Feelings

Michigan State officials hope that Ms. Baker's appointment will help bring an end to more than two years of skirmishing over the top athletics job. The university's trustees gave the position to Mr. Perles, the Spartan football coach, in January 1990, despite the strenuous objections of President John DiBiaggio. Mr. DiBiaggio believed the two jobs should remain separate and protested that the trustees, moving quickly to keep Mr. Perles from accepting a job in professional football, had ignored the institution's hiring guidelines.

Mr. Perles served in the position on an interim basis from July 1990 until last December, when a reconstituted Board of Trustees voted to separate the two jobs. At that time, the board also declined to give Mr. DiBiaggio the full authority over athletics hiring that he had requested.

The search for a new athletics director, which was overseen by Provost David Scott and conducted by a consultant, Sports Resources Inc., also provided its share of drama and hard feelings.

The search committee did not include Mr. Perles among its final eight choices, which angered him. He vowed to "reveal the facts" about his treatment when he interviewed the finalists.

Choice Called Racist

The six finalists, which the panel did not list in order of preference, included two black men, two white women, and two white men. One of the black men, Clarence Underwood, is an associate athletics director at Michigan State who had been favored by many members of

the university's black community and by Mr. Perles.

When Mr. Scott selected Ms. Baker, two trustees and many black leaders at Michigan State called the choice racist. Joel Ferguson, a trustee who had been Mr. Perles's most vocal supporter during his clash with Mr. DiBiaggio, said at the trustee meeting: "We've paid our dues, but I guess we can't get in the big house yet."

Representatives of black-student and black-faculty groups were much harsher in their assessment, insisting that Mr. Underwood was the best-qualified candidate. Said Gloria Smith, professor of counseling, educational psychology, and special education, and president of Michigan State's Black Faculty Association: "With this selection for AD, President DiBiaggio has set the university back 30 years to a time of Lester Maddox, when it was inconceivable that an African American could be considered for AD position. At least when we were dealing with Bull Connor, we could see the dogs coming."

University officials vehemently

denied the racism charge. Michael G. Schechter, the chairman of the search committee, noted the diversity of the finalists and said that under Mr. DiBiaggio and Mr. Scott, Michigan State had hired a significant number of minority deans and directors.

Qualifications Defended

Mr. Schechter, a professor of international relations, also defended Ms. Baker's qualifications, citing her national experience at the NCAA and her regional knowledge of the Big Ten Conference. She served as director of women's athletics at the University of Minnesota, a conference member, from 1982 to 1988.

In the end, many observers at Michigan State agreed, Mr. Underwood was undermined more by his ties to Mr. Perles than by his race.

With Ms. Baker, they said, Michigan State is seeking a fresh start after the clashes of the recent past. But many observers wonder whether Mr. Perles will be satisfied as just the football coach, and how he will get along with his new boss.

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The American Physical Society's governing council has adopted a policy statement encouraging its members to cooperate with scientists in South Africa.

The society is the largest professional organization of physicists in the United States.

"This is a time of rapid political change in South Africa," said the statement. "Financial and social stresses on education, particularly science education, and on fundamental research put the future training of African scientists in jeopardy. The isolation of South African teachers and university faculty from external colleagues makes it even more difficult to train and maintain a core of qualified scientists. Thus, while abhorring the past extreme violations of human rights by the government of South Africa, the American Physical Society encourages interactions and collaborations between individual scientists of the United States and South Africa."

The society said the purpose of the statement was "to increase collaboration with South African scientists, both black and white, and to encourage other societies and scientists to take similar action."

According to the society, the South African Institute of Physics sponsored many programs seeking interaction with physicists in other countries, but most met with little success because of a boycott by European and American physicists.

"An academic boycott is a very different issue from the economic sanctions," said Robert Richardson, a Cornell University physics professor who helped draft the statement. "When majority rule takes place in South Africa, the minerals will still be in the ground and the economy can recover. Such is not the case for the educational enterprises. If the remaining talented scientists become so discouraged that they leave the country, they may not be replaced for several generations."

Heinrich Fink has stepped down as rector of Berlin's Humboldt University.

Although Berlin Senator Manfred Erhardt fired Mr. Fink as rector and as a professor of theology in November because he allegedly had spied on students and colleagues for the STASI, the East German secret police, from 1969 until 1989, Mr. Fink had refused to acknowledge the dismissal.

He gave up his title as rector after a Berlin administrative court rejected his and the university's claim that he could continue as rector. Mr. Fink maintained that even though he was no longer a professor, he could still function as rector. Because he had been elected rector by the Academic Senate of the university, he argued that he could be fired only by that body.

Mr. Fink said he would continue to contest his firing and to fight to disprove the charges against him.

## International



Demonstrators storm the State of Victoria's Parliament in Melbourne after a march to protest proposed changes in government financial-aid plans turned violent.

## Soaring Demand Forces Australian Universities to Turn Away Thousands of Qualified Applicants

By GEOFFREY MASLEN

MELBOURNE Soaring demand for higher education among young Australians has forced universities across the country to turn away thousands of qualified applicants.

The number of eligible students unable to enroll in a university in 1992 is expected to be twice the record 30,000 students who were turned away last year, and many education officials say the number could reach 65,000. After experiencing severe overcrowding in 1991, universities scaled back their enrollments for the current academic year, which began in late February.

Institutions were caught short last year when thousands more students than expected accepted offers of university admission, and those already enrolled decided to continue or complete their studies in higher numbers than had done so in previous years. The system had to accommodate an extra 23,000 students without any additional federal funds.

### 1992 Enrollment Curtailed

From the start of the 1991 academic year, faculty members and students had to contend with overcrowded lecture halls, laboratories, and libraries. Thousands of staff members and students supported campus walkouts and other protests around the country, and faculty unions warned that they would not tolerate a repeat of the situation in 1992.

Late last year, universities that had ex-

perienced overcrowding problems were given permission by the federal government to cut the number of students they enrolled for 1992 by up to 5 per cent of last year's totals. As a result, overcrowding on most campuses has been greatly eased, although students complain that facilities such as libraries continue to be stretched to their limits.

The state-by-state totals on students who were turned away are staggering. In the two biggest states—New South Wales and Victoria—more students applying for

Australia and has caused unemployment to rise to almost 11 per cent. Among teachers, the jobless rate is close to 30 per cent in some parts of rural Australia and some suburban areas. That has made it increasingly difficult for students to do part-time jobs to help them get by.

The pressures on students are starting to show. A violent confrontation with police in Melbourne last month showed how angry and frustrated students have become.

The National Union of Students has

**"An explosive situation could and should have been predicted. Instead, the government has adopted a 'Let them eat cake' approach."**

a university place were rejected this year than were accepted. Universities in those two states, which enroll about 60 per cent of the nation's total, were affected more severely by last year's crisis in overcrowding than those in other states. Only about 49,000 of the 95,000 students in New South Wales who applied to a university this year were admitted, down by almost 5,000 compared with 1991. In Victoria, universities cut overall acceptances by up to 20 per cent, and fewer than half the students who wanted to enroll were offered places.

Students also have been affected by the severe recession that continues to afflict

universities is one factor in the extraordinary increase in demand for higher education, more significant is the huge rise in the number of students completing high school. Over the past 10 years the proportion of students who start high school and complete the 12th grade has more than doubled and is now approaching 80 per cent.

### Change in Public Attitudes

For years, Australian parents have been exhorted by the government to encourage their children to stay in school and to pursue a higher education. While those efforts have resulted in a profound change in public attitudes, they have not been accompanied by adequate increases in state and federal funds to expand the higher-education system to cope with the rising demand.

"An explosive situation could and should have been predicted," said a spokeswoman for the Union of Australian College Academics. "Instead, the government has adopted a 'Let them eat cake' approach by providing minimal expansion of the technical- and further-education system and suggesting students apply to such institutions instead of to a university."

The technical- and further-education system—the second arm of postsecondary education in Australia, known universally here by its initials, TAFE—is faced with even greater student demand than the universities. As many as 150,000 Australians who sought TAFE places this year probably will not get them.

"This is a deplorable outcome," the union spokeswoman said. "It will consign many young people to the scrap heap of unemployment."

The Australian government has promised to increase by 100,000 the number of TAFE places over the next 10 years, but faculty unions contend that will eventually put even greater pressure on higher-education institutions. As more students complete TAFE courses, more and more can be expected to seek to transfer to a university to continue their education.

Faculty unions and student organizations have met with Peter Baldwin, the Minister of Higher Education, to discuss those issues. They have called on the government to take several actions. Among them:

- Provide more money to higher education to improve the quality of programs and infrastructure, and to reduce faculty teaching loads in 1993.

- Allocate grants to universities that would meet the full cost of new student places and introduce more rigorous procedures to prevent institutions from enrolling more students than they can accommodate.

The faculty and student groups also want the government to clarify its plans and projections for enrollment growth in both TAFE and the universities.

### Vice-Chancellors' Requests

The Australian Vice-chancellors' Committee also has urged the government to increase spending on universities to allow institutions to enroll more students. The committee called for more federal grants for campus building projects and said the government's proposed budget for higher

Continued on Following Page

### COSTLY PLAN GETS MIXED REVIEWS

## Italy Seeks to Expand and Improve Academic Research, but Critics Question Capability of Public Universities

By JANE MONAHAN

ROME

Anxious to strengthen its national research capability and improve its economic competitiveness, Italy is spending some \$50-million over a two-year period to create 2,000 new jobs for researchers at the country's public universities.

While the plan is generally seen as a step in the right direction, it gets mixed reviews from observers in higher education and industry. Some critics say the creation of such jobs will not necessarily help the country improve its research capacity if all of the positions are at public universities, which are commonly criticized for their inefficiency. Many of Italy's newer, private institutions are attracting a growing share of corporate research and development grants as well as government contracts.

The structure of Italian higher education actually hinders the expansion of

research. Nearly all of the country's basic research and full-time researchers are concentrated in the public universities. Those institutions absorb the biggest share of state expenditures in research—about 40 per cent of the total—and conduct 30 per cent of all projects.

But Italy's public universities are widely viewed as being extremely wasteful. Only about 30 per cent of all students who enroll ever complete a degree. With such a poor record, critics say the public universities are not necessarily the best institutions to entrust with the future of the country's research enterprise.

### Little Advanced Technology

Italy is still a nation that basically "transforms" existing technology and develops new applications for it while inventing little advanced technology of its own. Scholars who have studied the problem for the Ministry for Universi-

ties and Scientific and Technological Research say the world of basic academic research at the public universities is too removed from developments in the marketplace.

Many smaller, private universities are trying to change that, although not without controversy. They are taking on more and more corporate research assignments, and are educating students in response to specific needs in the economy of Italy and Europe.

In contrast to some of their state-sponsored counterparts, the private universities are considered highly efficient and productive. Their students are extremely motivated, and admission is by examination—the entrance requirement for public universities is a high-school diploma. The private institutions also charge tuition.

Annual fees are about \$6,000 per student—the highest in the country—at both Luigi Bocconi University of Commerce in Milan and the Free International University for the Advanced Study of the Social Sciences in Rome, which is known universally here as LUISS, for its initials in Italian.

The two institutions typify a new, pragmatic approach to higher education being taken by some private universities. They offer courses of study in a limited number of subjects, all of which are linked to the economy and the labor market—business administration, economics, and law among them.

### 6-Month Projects

Of an enrollment of some 10,500 students at Bocconi, only 3 to 4 per cent drop out before completing their degree, officials say. The rate is about the same at the 3,000-student LUISS. "And the vast majority of students finish their degrees on time," says Maria Sticchi, who is the coordinator of international programs at LUISS.

Research at the private universities is almost exclusively applied work done under contract to government and industry. Ms. Sticchi says that no research project at LUISS takes more than about six months to complete. But, she quickly adds, that does not mean that such research is not of major importance.

Last year research teams at LUISS worked together on a study of the economic problems of Italy's transportation and utility monopolies, a project that was commissioned by Confindustria, the country's largest association of manufacturing companies. In addition, LUISS researchers conducted a study of all the enterprises owned and operated by the state, which was commissioned by the Ministry of Finance and later became part of an industrial-privatization proposal.

Such assignments demonstrate "the

Continued on Following Page



Students work at Rome's Free International University, a private institution that offers degrees only in fields that are tied to the economy.



## Italy to Spend \$50-Million to Expand and Improve Academic Research

*Continued From Preceding Page*  
professionalism of the research work done at Luiss," Ms. Sticchi says.

Fabio Matarazzo, the official responsible for universities in the Ministry of Public Instruction, criticizes institutions like Luiss and Bocconi for not providing students with a broad-based, general education, and for performing only applied research. He says many higher-education officials view the private institutions as parasitic because most of their faculty members are hired on only a part-time basis, and many are drawn from—and often simultaneously work for—Italy's public universities.

### More Competition Expected

The competition between the two sectors of higher education is expected to increase steadily. The benefits of the government's plan to increase research staffing, however, will go to the public universities.

Scholars at public universities have welcomed the spending plan, which was developed by the Ministry for Universities and Scientific and Technological Research. Faculty leaders say that in recent years many of those who earned their doctorates at Italian universities have been unable to find research or teaching jobs in their fields, and 2,000 new positions will help get such qualified candidates into the academic work force sooner.

But Mr. Matarazzo says the planned investment is not enough



Fabio Matarazzo of the Ministry of Public Instruction: "It is necessary to be much more selective."



Maria Sticchi of Rome's Free International U.: "The vast majority of students finish their degrees on time."

to close the gap that separates Italy from many other industrialized nations in research capacity. Italy currently employs 27 full-time researchers for every 10,000 inhabitants, which is below the average in almost all the other 23 member countries of the Organization for Economic Cooperation and Development. And Italy's spending on research amounts to only 1.4 per cent of its gross national product, compared to an average of 2.5 per cent in the other OECD countries. About 70 per cent of what Italy

spends on research comes from the government and the rest from private business and industry.

In addition, he says, the impact of the new jobs is likely to be held in check for a time by a one-year freeze at 1991 levels on federal spending on research in order to help reduce the country's huge budget deficit.

The freeze comes at a bad time. In 1993 the European Community—of which Italy is a member—will create a single economic market that is expected to increase

competition in industry, services, and technology.

In view of the limited resources for research this year, Mr. Matarazzo says the challenge is to concentrate on just a few areas.

### A Political Issue

"It is necessary to be much more selective to insure that the resources are used efficiently," he says. However, he adds, making such choices is a political issue at the public universities, where faculty members can be expected to

contest any decision on which departments and disciplines win increased support.

The issue threatens to revive disagreements on the campuses that date to 1990, when the government proposed allowing the state institutions to obtain external, private financing for the first time. Typically, such financing was expected to come in the form of corporate grants for research.

"Professors of philosophy and of literature stood to gain little from such financing," explains Mr. Matarazzo, while those in economics, law, mathematics, and science—subjects more closely related to the needs of Italian commerce and industry—supported the reform and stood to benefit from it.

### A Government Guarantee

Since then the government has clarified its commitment to higher education and guaranteed that it will continue to bear financial responsibility for the public universities. Any private financing a state university gets is regarded as something extra. The risk that a private company could influence the content of courses is now dismissed by both students and faculty members. However, some of the underlying faculty attitudes remain, says Mr. Matarazzo.

"Humanities professors believed the universities would be better off without such financing," he says, out of fear that it could lead to domination of their campuses by a corporate culture, or a scientific culture.

Many faculty members, he says, still hold such views.

## Dramatic Surge in Racist Attacks Prompts Foreign Students to Leave Hungarian Universities

By COLIN WOODARD

BUDAPEST

A dramatic increase in racially motivated attacks on foreigners has forced many students from Africa, Asia, and the Middle East to leave Hungarian universities and prompted some nations to consider taking action to protect their citizens here.

The Martin Luther King Association, an independent human-rights organization here, has documented more than 80 "skinhead-type" attacks on foreign students over the past year. "That's way too much," said Martin III, a spokesman for the association. "There are only 3,000 non-white students in Hungary. That means that proportionately such students

are much more likely to be attacked in Hungary than in Western European countries."

The figure includes only those incidents that were reported to the police or in which the victims were hospitalized. According to Mr. III, many incidents are never reported to the police, and in most cases the victims escape with minor injuries.

### 'They Feel Very Alone'

"How can you live if at any time—even in daytime—you can be attacked?" asked Mr. III. "If they don't see the friendship of the society, and if the police don't help them, then they feel very alone and want to leave the country."

As elsewhere in post-Communist Eastern Europe, Hungary has seen the emergence of extreme right-wing fringe groups. The majority of the skinheads are young people disillusioned by rapidly rising unemployment and falling living standards as the country makes the painful transition to a market economy. They also are angry about the influx of economic refugees from the Balkans and third-world countries. The police say that Hungary is home to an estimated 2,500 skinheads, although only a fraction of them are said to be organized.

Racial tensions in Budapest increased markedly in January after an incident in which a Nigerian student fatally stabbed his 16-year-old Hungarian assailant in a subway

station. Media coverage of the incident helped trigger 22 attacks on foreign students in 10 days. Many foreign students here stayed inside, and the police surrounded a medical-school dormitory for several days to protect its residents from reprisals.

Since then, Mr. III said, attacks on non-white students have become "a normal, daily occurrence."

Foreign students at the Budapest University of Economics wrote to Mayor Gabor Demszky to ask for protection when off the campus. "We are not able to go to the stores," they wrote. "Colored students are back in the dorms by 8 in the evening. Many are afraid that anyone could kill them at any time."

Mr. III said the situation was worse at Budapest's Technical University, which enrolls more foreign students than any other institution in Hungary.

Students from African, Arab, and Asian countries are said to be leaving Hungary in growing numbers, many of them transferring to "safer" universities in Czechoslovakia, Romania, and Russia. Some are enrolling at Egyptian universities. Others are simply dropping out and going home.

500 Sudanese Students

Authorities in Sudan and Yemen are reportedly considering recalling all of their students from Hungary if the attacks continue. While not confirming that report, a

spokesman for the Yemeni Embassy called the problem "very serious." A Sudanese diplomat said his government might consider such a move, but at least partly because after June 30, the Sudanese currency will no longer be convertible in Hungary. Sudanese represent the largest single nationality among foreign students here, with about 500. Yemen is second, with more than 100 students.

"We hope that these racial attacks will stop, because if this continues, we have to consider some special steps or actions," said a spokesman at the Egyptian Embassy here. He declined to specify what steps Egypt was considering, but diplomatic sources have told Mr. III's association that some Arab countries are considering suspending economic relations with Hungary to protest the attacks.

'We Really Need Some Help'

Mayor Demszky has formed a special unit within the Budapest police department to deal with the skinhead incidents. "The attitude of the police is changing quickly," said Mr. III. In the past, he said, foreign students who went to the police were often rudely turned away.

Mr. III said his all-volunteer association was working to raise the level of awareness and concern here about the issue. "But we really need some help," he said, "because we're dealing with too many problems."

International

## Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Valaida S. Walker  
Temple University

Robert B. Kaiser  
Boston College



THE revolving door is spinning fast at the University of Chicago, which last week named its third provost this year.

Edward O. Laumann, dean of the division of social sciences, was named provost after a quick search by Hanna H. Gray, the university's president. He replaces Gerhard Casper, who resigned in January and was named to the presidency of Stanford University last month.

When Mr. Casper resigned, Mrs. Gray appointed Kenneth W. Dam to take over as interim provost in September, when the former Chicago law-school professor plans to retire as vice-president for law and external relations at the International Business Machines Corporation.

Before he could start at Chicago, Mr. Dam was asked to put out a fire elsewhere: He is now interim president of the United Way.

Mr. Casper said he couldn't be Chicago's provost and Stanford's president-elect at the same time. Mr. Dam couldn't get away from the United Way.

Enter Mr. Laumann, a long-time professor of sociology at the university. Last fall the National Institute of Child Health and Human Development withheld previously approved funds for a survey of sexual practices Mr. Laumann was conducting. Recent amendments to federal bills have effectively tabled another survey of adult sexual practices that he was to be involved in administering.

Mr. Laumann's appointment is effective this week.

While the press release announcing the appointment of Carol Steiker as assistant professor at Harvard Law School doesn't directly mention the continuing protest of Derrick Bell or other efforts to increase diversity on the school's faculty, it does note that Christine Desan Husson was named assistant professor last fall, and goes on to state:

"When Steiker and Husson join the faculty on July 1, women will hold 7 professorships or assistant professorships at the school (5 tenure, 2 tenure-track).

"Of the 3 persons who have accepted tenure or tenure-track appointments for the next academic year, 2 are women. More appointments are expected.

"Of the 8 tenure-track and tenure professors whose appointments have become effective since Robert Clark was appointed dean, 2 are women.

"Women make up 28 percent of the School's full-time teaching faculty, 3 percent more than the average for ABA-approved law schools."

Some people believe in planning ahead: The University of Kansas recently announced that Andrew Debicki will become vice-chancellor for research, graduate studies, and public service on July 1, 1994.

For the two-plus years until then, Howard Mossberg will continue in the post. Mr. Debicki will take a sabbatical and return to the campus on July 1, 1993, to serve as dean of the graduate school and vice-chancellor designate.

What if you gave a press conference and nobody came? That was the case early this month when no reporters showed up to meet with Joseph Brodsky, the Nobel laureate and poet, who was visiting West Virginia University. Mr. Brodsky looked at the handful of students and faculty members who did attend and finally told them, "I would just like to say that I look forward to these meetings with the students, and I do hope some good might come out of it."

Andrei Serban  
Columbia University



Robert H. Clapp  
U. of Missouri  
at St. Louis

W. T. Greer, Jr.  
Virginia Wesleyan  
College

Jacqueline Worn  
Greenville Technical  
College

### Appointments, Resignations

Levi C. Adams, associate provost and associate vice-president for biology and medicine at Brown U., to vice-president for governmental and community affairs.  
Dirk E. Baran, vice-president for graduate and continuing studies at George Fox College, to vice-president for academic affairs, effective July 1.  
Patricia A. Book, dean of the school of cancer and continuing education at U. of Alaska at Fairbanks, to associate vice-president for program development in the continuing-education division at Pennsylvania State U.  
Don Byrnes, assistant vice-president for institutional effectiveness at Houston Baptist U., to vice-president for enrollment management and legal counsel.  
Robert H. Clapp, acting director of the office of instructional services at Dartmouth College, to director of instructional services at U. of Missouri at St. Louis.

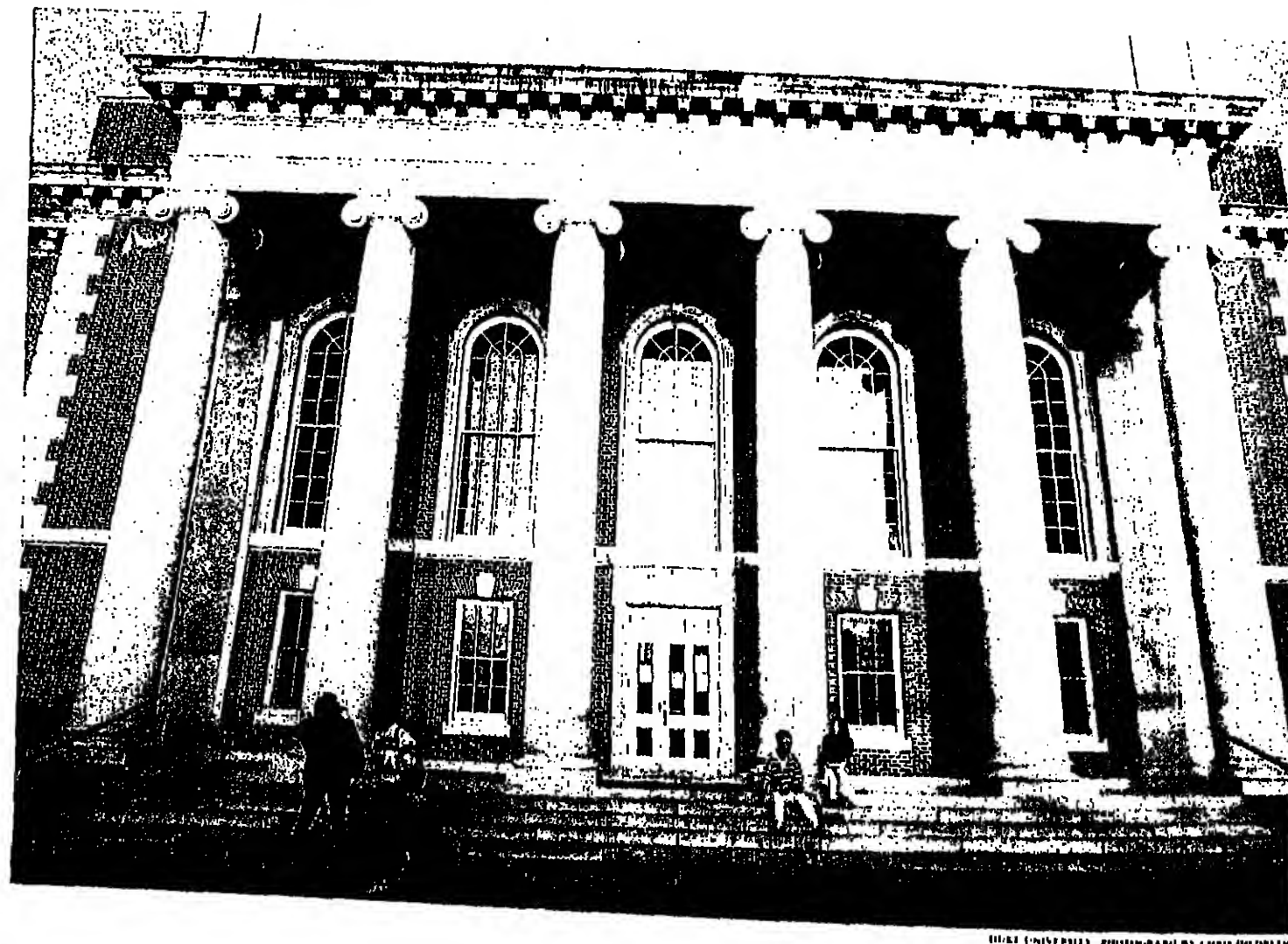
Richard J. Collins, acting provost at Kutztown U., to provost and vice-president for academic affairs.  
William H. Cunningham, president of U. of Texas at Austin, to chancellor U. of Texas System.  
Andrew Debicki, director of the center for humanities at U. of Kansas, to vice-chancellor for research, graduate studies, and public service, effective July 1, 1994.  
Paul Feltz, president and director of Sara Lee Corporation (Chicago), to dean of the business school at U. of North Carolina at Chapel Hill, effective January 1, 1994.  
David Gibson, acting dean of the school of health-related professions at U. of Medicine and Dentistry of New Jersey, to dean.  
R. Barbara Gienstein, associate provost of State U. of New York College at Oswego, to provost and professor of English at Drake U.  
William T. Greer, Jr., president of Virginia Wesleyan College, to president of Virginia Wesleyan College, effective August 1.  
Anthony T. Gwladowski, executive director of Community Counseling Services (New York), to director of institutional advancement at Newbury College.

Daniel T. Hayes, executive vice-president for educational services at South Suburban College, to president of Community College of the Finger Lakes, effective July 13.  
Larry M. Hiltner, executive director of development for the health-sciences center at West Virginia U., to vice-president for development at Louisville Presbyterian Theological Seminary.  
Almeda Jaska, associate vice-president for student affairs at Clemson U., to vice-president.  
Robert B. Kaiser, former professor and chairman of journalism at U. of Nevada at Reno, to director of public affairs at Boston College.  
Robert Q. Kirby, interim provost at Texas A&M U., to provost and vice-president for academic affairs.  
Mary-Beth Krogh-Jacobsen, chair of chemistry at Pace U., to dean of the college of science at Rochester Institute of Technology.  
Matthew G. Kupeck, associate vice-president for development at Hofstra U., to associate vice-chancellor for development at U. of North Carolina at Chapel Hill.

Continued on Page A-1



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## Gazette

### Gazette

Continued From Page A49

**Edward O. Lazmann**, dean of the social-sciences division at U. of Chicago, to promote.

**Nick Lomax**, vice-president for student affairs at Clemson U., to vice-president for administration and secretary to the board of trustees.

**Elena Macias**, associate vice-president for student services at California State U. at Long Beach, to executive assistant to the president.

**Maria G. Magallon**, associate director of admissions at U. of Bridgeport, to director of admissions at Swiss Hospitality Institute (Conn.).

**Gustavo A. Mellander**, chancellor of West Valley-Mission Community College District, to professor and director of the Center for Community College Education at George Mason U.

**Lao Nash**, vice-president for academic affairs at George Fox College, has announced his resignation, effective July 1. He will remain on the faculty as professor of history.

**Nancy H. Omaha Boy**, vice-president for academic affairs at Reading Community College, to director of the Teaching Excellence Center at Rutgers U. at Camden.

**Helen T. Ouellette**, former assistant dean for budget and operations in the school of government at Harvard U., to vice-president for administration and finance at New England Conservatory.

**Jack W. Peltason**, chancellor of U. of California at Irvine and former president of American Council on Education, to president of U. of California system.

**Roger H. Perry**, vice-president for academic affairs and provost at Champlain College, to president.

**Ronald Provost**, former vice-president for academic affairs at Saint Michael's College, to president of the Boston campus of Shown Women's U. and Shown Women's Junior College (Japan).

**Sally Randell**, deputy director of medical development at Stanford U., to vice-president for institutional advancement at Mills College.

**Virginia S. Rad**, dean of the arts and director of the Davis Center at City College of City U. of New York, to provost of U. of the Arts.

**Stephen A. Scott-Martin**, director of the Performing Arts Center at State U. of New York College at Buffalo, to assistant vice-president for institutional advancement and executive director of alumni affairs. (This corrects an item that appeared in the March 18 issue of *The Chronicle*.)

**Joseph J. Sanees**, professor of economics at Rutgers U., to university vice-president for academic affairs.

**Andrei Sedbury**, director, to professor of theater arts and director of the center for theater studies at Columbia U., effective in September.

**Carol Stelker**, staff attorney at Washington, D.C., Public Defender Service, to assistant professor of law at Harvard U., effective July 1.

**Lloyd Svendsen**, president of Augustana College (S.D.), has announced his retirement, effective June 30.

**Sandra Lawson Taylor**, vice-president for student affairs at Western Washington U., to vice-president for student affairs at U. of Arizona, effective August 1.

**Linda Van Der Werf Turben**, vice-president for academic affairs at Dakota Wesleyan U., to president of U. of Houston at Victoria, effective July 1.

**Valaida S. Walker**, acting vice-president for student affairs at Temple U., to vice-president.

**Mary Wanner-Hanks**, associate professor of history at U. of Wisconsin at Milwaukee, also to director of the Center for Women's Studies.

**Jacqueline Wahn**, faculty member in the nursing program at Greenville Technical College, to dean of nursing.

**Gene S. Wubbela**, professor of chemistry at Grinnell College, to dean of the college and provost at Washington College (Md.).

### IN THE ASSOCIATIONS

**Donald O. Kassebaum**, associate vice-president for institutional planning and development at Association of American Medical Colleges, to vice-president for educational research and assessment.

**Henry Lewis**, dean of the college of pharmacy and health sciences at Texas Southern U., has been elected president of Association of Minority Health Profession Schools.

**James Williams**, dean of arts at California State Polytechnic U. at Pomona, has been elected president of National Association for Ethnic Studies.

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**French** at Haverford College, April 2 in Westport Point, Mass.

**Tenna A. Day**, 45, director of the Equity Resource and Professional Development Center at U. of Maryland at College Park, April 1 in Washington.

**William H. Drury**, 71, former professor of ecology at College of the Atlantic and former research director of Massachusetts Audubon Society, March 26 in Bar Harbor, Me.

**George A. Gay**, 75, senior associate professor of New Testament and founder of the Hispanic Ministries program at Fuller Theological Seminary, March 23 in Pasadena, Cal.

**Henry Greenbaum**, 85, former clinical professor of psychiatry at New York U., March 25 in Boston.

**Leiland B. Jacobs**, 85, professor emeritus of education at Teachers College of Columbia U., April 4 in Englewood, N.J.

**Hyman Kavett**, 70, former professor of education at College of Staten Island, March 29 in Elizabeth, N.J.

**Hugh T. Kien**, 82, professor emeritus of theology at Princeton Theological Seminary, March 27 in Princeton, N.J.

**Joy McMillen**, 63, associate professor of speech at Pensacola Junior College, March 23 in Pensacola, Fla.

**Ernest E. Miller**, 67, former professor of mechanical engineering at Northeastern U., March 29 in Sherborn, Mass.

**Lawrence Olson**, 73, former professor of history at Wesleyan U., March 17 in Washington, D.C.

**Mildred E. Omwaka**, 87, former professor of home economics at Indiana U. of Pennsylvania, March 30 in Mitchellville, Md.

**Thomas R. 83**, former professor of zoology at U. of Chicago, March 30 in Chicago.

**Thomas R. Pezzullo**, 49, vice-president for development and public relations at Rhode Island College, March 16 in Providence, R.I.

**John M. Ten**, 52, director of the Strategic Materials Research and Development Laboratory at U. of Texas at Austin, March 24 in Austin, Tex.

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